Undergraduate

Catalogue 2012–2013

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Undergraduate
Catalogue 2012–2013

Communication and the Arts

Information in this bulletin is accurate as of July 1, 2012, unless otherwise specified. The College reserves the right to change any provision and requirement in this catalogue at any time within the student's term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:

Office of Undergraduate Admission
Emerson College
120 Boylston Street
Boston, MA 02116-4624

Telephone: 617-824-8600
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College Mission Statement

Emerson College educates students to assume positions of leadership in communication and the arts and to advance scholarship and creative work that brings innovation, depth, and diversity to these disciplines.

This mission is informed by core liberal arts values that seek to promote civic engagement, encourage ethical practices, foster respect for human diversity, and inspire students to create and communicate with clarity, integrity, and conviction.

Institutional Learning Outcomes

Emerson College graduates are socially responsible citizens, clear communicators, creative thinkers, and informed inquirers.

Emerson's Commitment to Diversity and Inclusion

Emerson College values—and has placed an institutional priority on—diversity and inclusion in the campus community.

Our faculty, staff, and students believe that the concept of diversity and inclusion encompasses acceptance and respect, recognizes that each individual is unique and different, and that exposure to diverse backgrounds and experiences greatly facilitates critical thinking.

Emersonians are committed to creating a culture of respect that values differences and understands that the end result of all our achievements will be richer because of our differences in thought, experience, and background.

President's Message

I am pleased to welcome you to Emerson College, a distinctive academic institution committed to pursuing the highest standards in teaching and research in communication and the arts and to educating men and women to excel as innovators and leaders in these fields.

The Emerson curriculum balances theory and practice and provides undergraduate and graduate students with extraordinary opportunities for academic and professional development. Students also enjoy access to the vast cultural, educational, and recreational resources of our Boston campus and of our other academic locations. I am certain that the time you spend here will be one of growth, change, and opportunity.

This catalogue is designed to help you realize your goals at Emerson and provide you with the information you need on our academic programs, courses, faculty, and facilities. I wish you success in all of your endeavors and look forward to sharing the Emerson experience with you.

Sincerely,

M. Lee Pelton
President

President M. Lee Pelton

Table of Contents

2	**College Mission Statement**	
7	**Academic Calendar**	
9	**History of the College**	
10	**Honorary Degrees and Awards**	
12	**Undergraduate Programs: Schools and Departments, Majors and Minors**	
13	**Undergraduate Admission**	
	14	First-Year Admission
	15	International Admission
	15	Transfer Admission
	16	Performing Arts Requirements
	17	Admission to the Honors Program
20	**Student Life**	
	20	Student Resources
	25	Residential Living
	30	Student Activities
	43	Honorary Societies
	43	Athletics and Recreation
45	**Financial Assistance**	
	45	College Costs and Student Expense Budgets
	46	Restricted Scholarships
53	**Financial Policies**	
	53	Tuition and Fees
59	**Academic Regulations**	
	59	Baccalaureate Degree Requirements
	60	Fields of Study
	61	Academic Policies
	66	Grading Policies
	67	Academic Standards
	68	Academic Distinction
70	**Academic Resources**	
	70	Iwasaki Library
	70	Media Services Center
	71	Computer Facilities
	71	Academic Advising
	72	Lacerte Family Writing and Academic Resource Center
	72	Disability Services
73	**Special Academic Options**	
	73	Institutional Affiliations
	74	International Study and External Programs
	74	Kasteel Well, The Netherlands
	76	Los Angeles Center
	78	Washington Program
	79	Prague Summer Film Program
	79	China Exchange Program
	80	Department of Professional Studies and Special Programs

81 General Education Curriculum
82 General Education Requirements
89 School of the Arts
89 Mission
91 Department of Performing Arts
92 Programs
98 Course Descriptions
98 Dance
100 Music
102 Performing Arts
103 Theatre
117 Department of Visual and Media Arts
117 Programs
122 Course Descriptions
139 Department of Writing, Literature and Publishing
139 Programs
143 Course Descriptions
143 Literature
148 Publishing
151 Writing
152 French and Spanish
154 School of Communication
154 Mission
155 Department of Communication Sciences and Disorders
155 Programs
158 Course Descriptions
158 Communication Disorders
160 Health Communication
161 Mathematics
161 Psychology
163 Science
167 Department of Communication Studies
168 Programs
172 Course Descriptions
172 Communication
177 Ethics, Philosophy, and Religion
178 Sociology
180 Department of Journalism
180 Programs
183 Course Descriptions
183 Journalism
188 History
190 Political Science

192 Department of Marketing Communication
192 Programs
195 Course Descriptions
195 Marketing Communications
200 Business
201 Economics
202 Institute for Liberal Arts and Interdisciplinary Studies
203 Honors Program
205 Service Learning and Community Action
205 Individually Designed Interdisciplinary Majors
207 Interdisciplinary Courses
215 Mandarin
216 Educator Preparation and Licensure Programs
217 Course Descriptions
219 Faculty Emeriti
221 Full-Time Faculty
230 Part-Time Faculty
237 Administrative Staff
246 Board of Trustees
247 Board of Overseers
248 Policy Statements
248 Accreditation
248 Nondiscrimination
249 FERPA Right to Privacy
252 Disability Policy
255 Index
262 Campus Map

Fall 2012

August 25	New Undergraduate International Student move-in and orientation
August 26	International Student Parent Orientation
August 27–28	New Undergraduate residence hall move-in
August 28	Parent Orientation
August 29	New International Graduate Student Orientation; New Undergraduate Orientation continues
August 31	Last date to withdraw from the College for Fall 2012 with a full refund
September 2–3	Residence halls open for returning students
September 3	Labor Day (no classes held)
September 4	Faculty Institute
September 5	First day of classes
September 18	Last day to register for Fall 2012 ($50 late fee assessed after this date)
October 8	Columbus Day observed (no classes held)
October 9	(Tuesday) Monday class schedule observed
October 19–21	Family Weekend 2012
October 24	First 7-week session ends
October 25	Second 7-week session begins
October 26	Midterm grades (below C only) for undergraduate students due online by 12:00 noon ET
November 12	Veteran's Day observed (no classes held)
November 20	Classes end at 9:45 pm for Thanksgiving break
November 21	Residence halls close at 12:00 noon
November 21–23	Thanksgiving vacation (no classes held)
November 25	Residence halls open at 12:00 noon
November 26	Classes resume at 8:00 am
December 8	(Saturday) Makeup day**
December 11	Last day of regular instruction
December 13–17	Final examinations (Thursday, Friday, Saturday, Monday)
December 17	Last day of Fall 2012
December 18	Residence halls close at 12:00 noon ET
December 20	Fall 2012 grades due online by 12:00 noon ET

Spring 2013

January 10	New Undergraduate residence hall move-in; new Undergraduate Orientation begins; new Graduate Orientation begins
January 14–15	Residence halls open for returning students at 12:00 noon ET on 1/14
January 15	Last date to withdraw from the College for Spring 2013 with a full refund
January 16	Classes begin at 8:00 am
January 21	Martin Luther King Jr. Day observed (no classes held)
January 23	(Wednesday) Monday class schedule observed
January 31	Last day to register for Spring 2013 ($50 late fee assessed after this date)

February 18	Presidents' Day observed (no classes held)
February 21	(Thursday) Monday class schedule observed
March 1	Classes end at 9:45 pm for Spring Break
March 2	Residence halls close at 12:00 noon ET
March 2–10	Spring Break (no classes held)
March 10	Residence halls open at 12:00 noon ET
March 11	Classes resume at 8:00 am
March 15	First 7-week session ends
March 18	Second 7-week session begins
March 20	Midterm grades (below C only) for undergraduate students due online by 12:00 noon ET
March 25	Fall 2013 registration for all currently enrolled students begins
April 15	Patriot's Day observed (no classes held)
April 19	(Friday) Monday class schedule observed
April 20	(Saturday) Makeup day**
April 26	Last day of regular instruction
April 27	Reading day/Makeup day
April 29, 30	Final examinations (Monday, Tuesday)
May 1, 2	Final examinations (Wednesday, Thursday)
May 2	Last day of Spring 2013
May 3–17	May Intersession
May 6	Spring 2013 grades due online by 12:00 noon ET
May 12	Commencement
May 13	Residence halls close at 12:00 noon for students who graduated on May 12, 2013

Summer 2013

May 20	Full Summer and Summer Session 1 courses begin
May 21	May Intersession grades online by 12:00 noon ET
May 27	Memorial Day observed (no classes held)
July 1	Summer Session 1 courses end at 9:45 pm
July 2	Summer Session 2 courses begin; Full Summer courses continue
July 3	Summer Session 1 grades due online by 12:00 noon ET
July 4	Independence Day observed (no classes held)
August 13	Full Summer and Summer Session 2 courses end at 9:45 pm
August 15	Full Summer and Summer Session 2 grades due online by 12:00 noon ET

To view the full 2012–2013 Academic Calendar online, please visit our website at *emerson.edu*.

** Additional Saturdays may be used for makeup days at the College's discretion. To make a classroom reservation for an individual class on a makeup day or for final exam conflict day, please email *registrar@emerson.edu*. If the College closes due to inclement weather, the College may use a Saturday to make up the day, and will notify the Emerson community in that event.

Policy of Emerson College Pertaining to Religious Observance

Students who are unable, because of religious beliefs, to attend class or participate in any examination, study-, or class-related activity on a particular day should contact their instructors ahead of time to facilitate their absence without prejudice.

History of the College

Founded in 1880 by Charles Wesley Emerson, noted preacher, orator, and teacher, Emerson College has grown into a comprehensive college enrolling nearly 4,000 undergraduate and graduate students from 48 states and several dozen countries. The original concentration on oratory has evolved into specialization in the fields of communication studies; marketing communication; communication sciences and disorders; journalism; performing arts; visual and media arts; and writing, literature and publishing.

Since Emerson's founding, the elements of human communication—the spoken word, the written word, the gesture—have changed in both form and substance, and the media through which they flow have changed and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all evolved during the past century.

Throughout its history, Emerson College has shown the capacity to respond to and meet the needs of education in communication and the arts. Emerson was the first college in New England to establish an educational FM radio station (WERS in 1949), one of the first colleges in the nation to establish a program in children's theater (1919), and one of the first colleges in the nation to offer undergraduate programs in broadcasting (1937). Among its other pioneering achievements, Emerson offered professional-level training in speech pathology and audiology (1935); established a closed circuit television broadcast facility, WERS-TV (1955); and created a Bachelor of Fine Arts in film (1972).

Emerson today continues this tradition of innovation in communication and the arts. For example, in 1980, the College initiated a comprehensive graduate-level program in professional writing and publishing—the first such program in the nation specifically designed to meet the expressed needs of the publishing industry. The College is organized into two schools and an institute—a School of the Arts, a School of Communication, and an Institute for Liberal Arts and Interdisciplinary Studies.

Concurrent with programmatic evolutions and academic reorganizations, Emerson has continued to upgrade the technology and the facilities necessary to support the curriculum. Emerson's radio and television stations both offer webcasts in addition to traditional broadcasts, and the state-of-the-art Tufte Performance and Production Center opened in the fall of 2003. Since then, Emerson has opened two new residence halls and a campus center. In the spring of 2010, the College opened the multi-use Paramount Center, which includes a 596–seat live performance theater, performance development facilities, the Bright Family Screening Room, and a residence hall.

Emerson's expansion into Boston's cultural district has brought it within a few city blocks of the site where the College was first located in 1880. This return to the College's roots has been accompanied by a renewal of its commitment to foster innovation and excellence in communication and the arts. Emerson College is fully accredited by the New England Association of Schools and College, Inc. and is a member of the Council of Graduate Schools.

Honorary Degrees and Awards

Emerson College awards the following honorary degrees: Doctor of Laws, Doctor of Humane Letters, Doctor of Literature, and Master of Arts. In addition to honorary degrees awarded through the College, the Musical Theatre Society confers the annual Leonidas A. Nickole Award of Distinction to an individual or individuals who have distinguished themselves as a role model in the field of American musical theater.

Phi Alpha Tau, the oldest communication arts honorary fraternity in the country, presents the Joseph E. Connor Award to any individual or individuals who have distinguished themselves in the field of communication.

The following is a partial list of recent recipients of honorary degrees and awards through the College.

Honorary Degree Recipients

Alan Alda
Edmund N. Ansin
Joseph R. Biden
Ian Bowles
Kevin Bright
Tom Brokaw
Art Buchwald
Carol Burnett
Michael E. Capuano
Christopher B. Cerf
Peggy Charren
Clifford Christians
Janet Langhart Cohen
Bernard Cornwell
Ted Cutler
Jean Picker Firstenberg
Miloš Forman
Tom Freston
Fred Friendly
David Gergen
Rebecca Newberger Goldstein
Henry Hampton
Doug A. Herzog
Leo J. Hindery Jr.
Gwen Ifill
Shoo Iwasaki
Gish Jen
James Earl Jones
John Kerry
Stanley Kunitz
Richard LaGravenese
Sherry Lansing
Norman Lear
Denis Leary
John Lewis
Jacqueline Liebergott
Thomas Lux
Peter G. Meade
Mayor Thomas Menino
Melvin B. Miller
Sue Miller
Patricial Edenfield Mitchell
Walter Mosley
Rod Parker
Thomas Payzant

Dith Prahn
Hal Prince
Fernando M. Reimers
Walter V. Robinson
Mark Samels
Isabel Sanford
Andrew Sarris
Gerald Schoenfeld
Terry S. Semel
Rod Serling
Robert F.X. Sillerman
Robert A. Silverman
Lesley Stahl
Robert Steele
Evan Thomas
Donald Thurston
Kathleen Turner
Liv Ullmann
Blair Underwood
John Updike
Charles V. Willie
Henry Winkler
Janet Yuen-Mei Wu
Marillyn Zacharis

Leonidas A. Nickole Award of Distinction

(presented by the Musical Theatre Society)

Beatrice Arthur
Christine Baranski
Ann Baxter
Michael Bennett
Jerry Bock
Ray Bolger
Carol Channing
Martin Charnin
Victoria Clark
Betty Comden
Barbara Cook
Ken Davenport
Fred Ebb
Scott Ellis
William Finn
Peter Gennaro
Jack Gilford
Adolph Green
Sheldon Harnick
Shirley Jones
John Kander
Michael John LaChiusa
James Lapine
Carol Lawrence
Lotte Lenya
Patti LuPone
Joe Masteroff
Donna McKechnie
David Merrick
Brian Stokes Mitchell
Jerry Mitchell
Robert Morse
Donna Murphy
Leonidas A. Nickole
Janis Paige
Bernadette Peters
Harold Prince
Ann Reinking
Stephen Schwartz
Sherri Rene Scott
Stephen Sondheim
Susan Stroman
Charles Strouse
Julie Taymor
Ben Vereen

Phi Alpha Tau Joseph E. Connor Award

Yul Brynner
Walter Cronkite
Hugh Downs
Arthur Fiedler
Robert Frost
David Hartman
Elia Kazan
Thomas Leahy
Dennis Lehane
Keith Lockhart
Jack Lemmon
Chris B. Montan
Edward R. Murrow
Carl Reiner
Robert Sarnoff
John Williams

Schools and Departments, Majors and Minors

School of the Arts

Department of Performing Arts

- Acting; BFA
- Design/Technology; BFA
- Musical Theatre Performance; BFA
- Stage and Production Management; BFA
- Theatre Education: Acting; BA
- Theatre Education; BA
- Theatre Studies: Acting; BA
- Theatre Studies; BA

Department of Visual and Media Arts

Media Production Track; BA, BFA

- Animation and Motion Media
- Cinematography/Videography
- Directing Narrative Fiction
- Documentary Production
- Experimental Narrative Fiction
- Film
- Interactive Media
- Post-Production
- Producing
- Sound Design/Audio
- Studio Television Production
- Writing for Film and Television

Media Studies Track; BA

Department of Writing, Literature and Publishing

Writing, Literature and Publishing; BA, BFA

Minors Offered by the School of the Arts

- Dance
- Fiction
- Literature
- Music Appreciation
- Photography
- Poetry
- Publishing
- Visual Studies and the Arts
- Writing

School of Communication

Department of Communication Sciences and Disorders

Communication Disorders; BS

Department of Communication Studies

- Communication Studies; BS
- Political Communication: Leadership, Politics and Social Advocacy; BS

Department of Journalism

Journalism; BS

Department of Marketing Communication

Marketing Communications; BS

Minors Offered by the School of Communication

- Business Studies for Communication and the Arts
- Entrepreneurial Studies
- Health Communication
- Hearing and Deafness
- History
- Journalism
- Leadership and Management
- Marketing Communications
- Philosophy
- Political Communication
- Political Science
- Psychology
- Sociology
- Science

Institute for Liberal Arts and Interdisciplinary Studies

- Individually Designed Interdisciplinary Majors
- Honors Program

Minors Offered by the Institute

- Global and Post-Colonial Studies
- Women's, Gender, and Sexuality Studies

Undergraduate Admission

Emerson College welcomes applications from students whose interests and abilities are compatible with a major in communication and the arts and who are well prepared to meet the challenges of a strong liberal arts curriculum. Selection is based upon academic promise as indicated by secondary-school performance, academic recommendations, writing competency, and standardized tests results, as well as personal qualities as demonstrated by extracurricular activities, community involvement, and leadership.

Emerson accepts the Common Application (*commonapp.org*) and requires an Application Supplement. Students interested in applying should contact the Office of Undergraduate Admission or go online to *emerson.edu/admission* to apply electronically, download application forms, and obtain information about visiting, admission requirements, and financial assistance.

Emerson College
Office of Undergraduate Admission
120 Boylston Street
Boston, MA 02116-4624
Telephone: 617-824-8600
Fax: 617-824-8609
Email: admission@emerson.edu
Web: emerson.edu/admission

Please note: Admission policies and procedures are subject to change at the discretion of the College. Please refer to the website or contact the Admission Office for the most up-to-date information.

Visiting Emerson

We invite prospective students and their families to visit Boston and see Emerson's campus and facilities firsthand. Please contact the Admission Visitor Center at 10 Boylston Place, Boston, MA 02116 or go online to *emerson.edu/visit* to view available tour and open house dates and to obtain directions.

Campus Tours and Information Sessions

Student-guided tours are conducted on weekdays and some Saturdays during the academic year (weekdays only during the summer). Optional information sessions follow a similar schedule and are led by an admission counselor. The schedule of available tour dates and times can be found online at *emerson.edu/visit*. Campus maps are available to students who are unable to participate at a time when tours are scheduled.

Interviews

The Admission Office does not conduct personal interviews; however, if you would like to meet with an admission counselor in an informal, non-evaluative setting, you are welcome to stop by the Admission Visitor Center (10 Boylston Place) anytime during business hours, Monday through Friday.

First-Year Admission

Emerson welcomes applications from students with strong academic and personal qualities. The academic preparation for successful candidates should include four years of English and three years each of mathematics, science, social science, and three years of a single foreign language. The admission committee is interested in how students have challenged themselves academically, balancing hard work with extracurricular activities.

Candidates for first-year admission must submit the following material by the appropriate application deadline:

- The Common Application, Emerson Application Supplement, and application fee ($65)
- Common Application Secondary School Report (with school counselor evaluation)
- Official secondary school transcript indicating the date, or anticipated date of graduation, or documentation of a high school equivalency examination (GED). An official FINAL transcript with date of graduation is required prior to matriculation. Home-schooled students are required to verify secondary school completion by submitting an official credential issued by a school district, state agency, or a GED.
- One Teacher Evaluation from a teacher of an academic subject, i.e., English, mathematics, social science, science, or foreign language
- Common Application Midyear Report (with first marking period grades)
- Official SAT or ACT test results
- Performing Arts program applicants may only apply for September Admission and must complete the additional major-specific requirements found online at *stagedoor.emerson.edu*. Please see the Performing Arts Requirements for Admission section.
- Film program applicants must complete one of the following two requirements: 1. Register online at *emerson.slideroom.com* and upload a video sample (under five minutes, 20Mb) and a statement/résumé describing their role in its production or 2. Mail a 5–10 page script (with name and address) to the Office of Undergraduate Admission.

Optional Application Materials

Candidates for programs offered by the Departments of Journalism and Writing, Literature and Publishing may submit a graded writing sample, independent writing, or newspaper article in addition to the required admission essay.

Early Action

Students for whom Emerson is a first choice are invited to apply for Early Action. Early Action is non-binding, and students who complete an application by the Early Action deadline of November 1 will be sent notification on December 15. Students admitted through Early Action are encouraged to submit an enrollment deposit as soon as possible, but are not required to do so until May 1.

Regular Admission Deadlines

First-year candidates for September Admission must submit their applications and all supporting credentials by January 5 (notification by April 1). First-year candidates for January Admission must submit their applications and all supporting credentials by November 1 (notification by December 15). Students who complete their application after the deadline will be considered on a case-by-case basis.

International Admission

Emerson welcomes applications from international students and U.S. citizens overseas. Successful candidates should present superior school records along with successful results on standardized tests or national examinations. International students applying for first-year admission must submit the Common Application along with the Emerson Application Supplement application fee (US$65) and supporting credentials (described above) by the appropriate deadline for September or January Admission.

In addition, international applicants must submit:

- The Common Application International Supplement to the Secondary School Report.
- Official secondary school records, certificates, and national examinations (which, if not in English, must be accompanied by an English translation).
- SAT or ACT test results (if four or more years of education were completed in English).
- Official results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), if English is not their primary language. Note: A minimum IELTS score of 7 or Internet-based TOEFL score of 80 (213 on the computer-based or 555 on the paper-based test) is required.
- Certification of Finances demonstrating the necessary funds available to meet financial obligations (see International Application Supplement).

In order to enter the United States to study, international students who are not U.S. citizens or permanent residents of the United States need F-1 Student Visas. To obtain the visa, students must present a valid Certificate of Eligibility (Form I-20) to a U.S. Embassy or Consulate. The I-20 is issued by Emerson College only to international students who are offered admission, have paid their enrollment deposit, and have submitted satisfactory evidence of financial support (Certification of Finances).

Transfer Admission

Emerson welcomes applications for transfer admission from students with prior coursework at two- and four-year institutions. Admission is competitive and based on academic performance, personal goals, extracurricular or community activities, and/or employment experience. Successful transfer students typically maintain a 3.0 grade point average in previous college work. However, individual circumstances as described in a candidate's application will be considered. Emerson requires transfer students to complete one full year, a minimum of 20 credits in their major, and the final semester at the College.

Candidates for transfer admission must submit the following material by the appropriate deadline for September or January Admission:

- The Common Application for Transfer Students, Emerson Transfer Application Supplement, and application fee ($65)
- Official transcripts from all colleges/universities attended as well as an official final secondary school transcript indicating the date of graduation (or GED)
- One Instructor Evaluation from a college teacher who has taught them in an academic subject. Additional recommendations may be sent from other professors or supervisors at their place of work/internship.
- Official SAT or ACT test results (not required of candidates having an associate's degree, the equivalent of two full-time years of college [60–64 credits], or who have been away from high school three or more years)

- Candidates who have been out of school for one or more years must submit a work résumé.
- Performing Arts does not accept transfer applications for all programs. Please refer to *stagedoor.emerson.edu* for the most complete information.
- Performing Arts program applicants may only apply for September Admission and must complete the additional major-specific requirements found online at *stagedoor.emerson.edu.* Please see the Performing Arts Requirements for Admission section.
- Film program applicants must complete one of the following two requirements: 1. Register online at *emerson.slideroom.com* and upload a video sample (under five minutes, 20Mb) and a statement/résumé describing their role in its production or 2. Mail a 5–10 page script (with name and address) to the Office of Undergraduate Admission.

International students applying to transfer admission are required to submit the Common Application International Supplement to the Secondary School Report as well as additional documentation, such as a TOEFL score, Certification of Finances, or English translation of academic credentials. Please refer to the International Admission section.

Optional Application Materials

Candidates for programs offered by the Departments of Journalism and Writing, Literature and Publishing may submit a graded writing sample, independent writing, or newspaper article in addition to the required admission essay.

Transfer Application Deadlines

The deadline for September Admission is March 15 (notification by May 15). The deadline for January Admission is November 1 (notification by December 15). Transfer applications completed after the deadlines will be reviewed on a rolling space-available basis. Transfer applications to the Department of Performing Arts must be submitted in time to complete the additional performing arts requirements found online at *stagedoor.emerson.edu*, when those additional requirements are date-specific (an audition or portfolio/interview).

Transfer Credit

Transfer credit is granted for comparable coursework from accredited two- and four-year institutions that was completed in the last 10 years and received a grade of C or better. A maximum of 80 credits (no more than 64 credits from a junior or community college) may be transferred to Emerson. Shortly following an admission offer, students will be able to view a transfer credit evaluation online, which indicates the number of transferable credits, class standing, and the degree requirements satisfied as of the admission date. This online evaluation will be updated as final grades, additional transcripts, and departmental equivalencies are received. The Registrar's Office may require additional information to evaluate specific transfer credit, such as course descriptions, syllabi, or proof that a nonstandard grade is equivalent to a C or better.

Performing Arts Requirements for Admission

Performing Arts program applicants may only apply for September Admission and must complete the additional major-specific requirements found online at *stagedoor.emerson.edu*.

Prospective students may preview these major-specific requirements online at *stagedoor.emerson.edu,* but to access and complete them, they will need an eCommon account—which will be provided by Undergraduate Admission only after their application has been processed.

Audition. Auditions are required of all candidates for any performance program in the Department of Performing Arts (BFA Musical Theatre, etc.). Auditions are held in Boston and in various cities around the country including New York, Chicago, and Los Angeles as a part of the National Unified Auditions (*unifiedauditions.com*). All auditions are scheduled online through the StageDoor channel in eCommon. Please refer to *stagedoor.emerson.edu* for audition requirements and the complete audition schedule.

Interview and Portfolio. Students interested in the BFA programs in Stage and Production Management and Theatre Design/Technology must prepare a portfolio of their work and interview with a faculty member. Please refer to *stagedoor.emerson.edu* for portfolio requirements and the interview schedule.

Essay. Students applying for the non-performance BA programs in Theatre Education and Theatre Studies must complete the major-specific essay at *stagedoor.emerson.edu*. This additional essay is not required of applicants to the BA programs in Theatre Education: Acting and Theatre Studies: Acting.

Résumé. All applicants for Department of Performing Arts programs are required to upload a brief résumé of theatrical work. Résumé requirements differ by program; please refer to *stagedoor.emerson.edu* for specific instructions.

Admission to the Honors Program

The Emerson College Honors Program is a four-year interdisciplinary approach to education. It offers individual mentoring and advising, special lectures, collaborative research projects, and faculty–directed independent study. Admission is very selective and limited to first-year candidates applying for September Admission. More information about the program and application process is available online at *emerson.edu/honors-program*.

Admission Fees

Students should expect to incur the following costs during the admission and matriculation process:

- A $65 nonrefundable application fee
- A $500 nonrefundable enrollment deposit to confirm acceptance of admission to the College (applied toward first-semester charges)

Advanced Standing

A maximum of one year or 32 credits of advanced standing may be awarded through certain college-level examinations (or combination of examinations). Students may not receive credit twice for different exams taken in the same subject, e.g., AP or IB in mathematics. Official evaluations of advanced standing credit are made after students receive an admission offer, and only when official examination results are submitted for credit consideration. Examples of examinations for advanced standing include:

Advanced Placement Program (AP)

AP test scores of 4 or 5 will receive 4 credits (one full course) in the area of the exam.

British General Certificate of Education, Advanced Level

Course credit will be awarded for grades A, B, or C with the exception of the English exam, which requires a score of A or B for credit. The amount of credit will be determined on a case-by-case basis.

International Baccalaureate

Credit is awarded for higher-level examinations with scores of 4, 5, 6, or 7, with the exception of Language A/English, for which a score of 6 or 7 is required. Credit is granted for standard-level exams with a score of 7.

College Level Examination Program (CLEP)

Official CLEP examination scores of 50 or better may receive 4 credits per exam, with the exception of the second foreign language level, which requires a higher score.

Emerson recognizes the academic value of other national educational systems and may consider certain examination results, certificates, and coursework for advanced standing credit, such as

the Abitur, Swiss Maturite, European Baccalaureate, and Canadian CEGEP 13th year. (Refer to the International Educational Credentials found in the International Supplement to the Application for Admission.)

Deferred Admission

Students who wish to postpone (defer) their enrollment must submit a request in writing to the Office of Undergraduate Admission and pay a nonrefundable $500 enrollment deposit (which will be applied toward the first semester charges). Students who undertake academic work in the interim may be required to reapply or reactivate their application by submitting official transcripts for review. Performing Arts majors may not defer admission to a spring enrollment term.

Readmission from a Leave of Absence

Students may take a leave of absence from the College for a period of up to two years. During this two-year period, students are eligible for readmission to the College through the Academic Advising Center. Students planning to return to the College must contact the Academic Advising Center (617-824-7876) by the established deadline for the semester under consideration and return a Request for Readmission Form. There is no guarantee of readmission and formal approval for readmission is required. If granted readmission, students will fall under the same academic and social standing as when they left. Once readmitted, students will be contacted by a staff member from the Academic Advising Center in order to register for classes.

Students who wish to return to the College more than two years after their last semester of enrollment must submit a new application to the Office of Undergraduate Admission and be subject to current admission standards. Credit for Emerson work previously completed is subject to course approval, and the student would follow the catalogue in effect for the term in which he or she is readmitted.

Students with Disabilities

Emerson College is committed to providing equal access to its academic programs and social activities for all qualified students with disabilities. While upholding this commitment, we maintain the high standards of achievement that are essential to the College's programs and services. In advancing these dual aims, we ensure that the College's policies, practices, and procedures conform to federal and state statutes and regulations. Our philosophy is that students are independent and self determined and that students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions.

For information and details pertaining to documentation and accommodations, contact the director of disability services at 617-824-8592 or *dso@emerson.edu*, or visit *emerson.edu/disability-services* for details.

Change of Major

Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission are encouraged to declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or specialization must complete a Change of Major Form available at the Academic Advising Center. All major or specialization changes require the permission of the department chair of the desired major.

- In general, we ask that admitted students remain in the major to which they were admitted for at least their first semester at Emerson.

- Admission to majors within the Visual and Media Arts Department is highly competitive. Students may not change their major within or into this program before enrolling in the College. Once enrolled, the details regarding the application process and deadlines are available from the Academic Advising Center at *advising@emerson.edu* or 617-824-7876. Please also reference the Visual and Media Arts Department portion of this catalogue.
- The Department of Performing Arts prohibits the internal transfer of students into any of its programs.

Student Life

Emerson provides a broad range of student development programs and services to complement the academic programs of the College. Open communication among students, faculty, and administrators is continuously cultivated and students are urged to seek support and guidance from all members of the College community.

Students are encouraged to become involved immediately in the wide variety of personal and professional learning experiences available through the College's many co-curricular and extracurricular programs. In addition to on-campus opportunities, many students work and intern off campus in production companies, advertising firms, social service organizations, local and state government, and broadcasting stations. Many Emerson graduates find a place on the career ladder as a result of these opportunities.

Social life at the College invariably includes participation in the numerous co-curricular and extracurricular student organizations on campus and the many activities available in greater Boston, including symphony orchestras, professional theaters, museums, ballets, parks, historical landmarks, and professional sports teams. Emerson is within walking distance of shopping, entertainment, restaurants, and many cultural events. Buses and rail lines provide easy access to travel in and around Boston. Winter sports areas are only a couple of hours away, and summer beaches are even closer.

Student Resources

The Office of the Dean of Students oversees the Division of Student Affairs, which is responsible for assisting students with all aspects of adjustment to college life, and is committed to fostering a campus climate that encourages individual development, community responsibility, and an appreciation for diversity.

The Student Affairs staff is involved in the development and implementation of many activities and services, including New Student Orientation, student organization consultation, educational

programming, and student leadership training. Support services are available to assist students with problems or unanticipated crises, to plan activities, and to listen to student suggestions and complaints. Individual counseling is also available to help students with academic, career, and personal concerns.

The work of the Division of Student Affairs is guided by the belief that intellectual and personal development are inseparable, and that a healthy campus community is essential to the growth of the whole student. Student Affairs advances Emerson College's mission by providing a wide range of purposeful out-of-classroom experiences and services that encourage student learning and foster a sense of community. Students are challenged to think critically and support community standards within an environment in which the principles of freedom of expression, civility, diversity, fairness, and caring are valued and affirmed. The Office of the Dean of Students is located in the Max Mutchnick Campus Center at 150 Boylston Street.

Code of Conduct

All Emerson College students have certain rights and responsibilities by virtue of their status in, and relationship to, the wider society of which Emerson is a part. In addition, there are particular rights and responsibilities that are derived from membership in the Emerson College community. These rights and responsibilities, as well as the Student Code of Conduct, appear in significant detail in the Student Handbook and on the web at *emerson.edu/student-life/support-services/resources-policies*.

The Code of Conduct applies to any person admitted, registered, enrolled, or attending in any course or program at Emerson College, whether on a part-time or full-time basis. Students found responsible for violations of the College's rules and regulations will be held accountable for their actions.

Alcohol and Other Drug Policy

Emerson College is determined to establish and maintain living and learning environments that are free from the negative effects of alcohol and other drug (AOD) abuse. Focusing on responsible decision-making, the College offers a variety of health and wellness programs to increase education and awareness about AODs with the goal of reducing problems associated with them.

While the College encourages responsible decision-making regarding the use of legal drugs (alcohol, pharmaceuticals, etc.), it does not condone their abuse, underage drinking, or the use of any illegal drugs. The College will identify resources and provide assistance for students who have or who develop problems with AODs.

Students are expected to observe and comply with all College regulations regarding AODs and will be held accountable for violations. Sanctions may build up to and include suspension or dismissal from on-campus housing and/or the College.

A complete copy of the Emerson College Alcohol and Other Drug Policy, including specific regulations, can be obtained from the Office of the Dean of Students or found online at *emerson.edu/student-life*.

New Student Orientation

Orientation is the time set aside during first-year and transfer students' first few days at Emerson to welcome them to the campus community. Academic possibilities are explored through meetings with advisors and peer orientation leaders, and various social and administrative activities are planned to assist new students in acclimating to their new environment. During Orientation, students are introduced to many of the co-curricular and extracurricular activities that complement the College's academic programs. New Student Orientation is coordinated by the Office of Student Life, located at 150 Boylston Street, and can be reached at 617-824-8638. The website is *emerson.edu/orientation*.

Max Mutchnick Campus Center

The Max Mutchnick Campus Center serves as a "home base" for off-campus students and is a gathering place for all students. Lockers, lounges, and dining are available; and the center is used as a central place to study, socialize, or rest between classes. The center's services and programs are designed to bring students, faculty, and staff together in order to increase communication and build a sense of community.

Housed in the center are an information desk; diner; lounge areas; meeting and conference rooms; SGA; student organization offices and mailboxes; piano rooms; and the offices of the Dean of Students, Student Life, Student Activities, Multicultural Affairs, Off-Campus Student Services, and Gay, Lesbian, Bisexual, Transgender, and Queer/Questioning Student Life. The Campus Center is located at 150 Boylston Street and can be reached at 617-824-8680. For more information on the services offered, please visit the website at *emerson.edu/student-life/activities-and-organizations/campus-center/campus-center*.

Career Services

In addition to the outstanding preparation students receive in the classroom and through participation in co-curricular activities, Career Services provides the programs, resources, and services students need to reach their professional goals. Career Services advisors help guide students along their career paths, no matter what stage they are at. From their first day at Emerson until long after they graduate, students are encouraged to take advantage of all that Career Services has to offer.

Career Services provides: individual assistance with self-assessment, career exploration, career decision-making, internship/job searching, and more; an extensive resource library of communication- and arts-related career exploration and trade publications; a variety of career-related workshops, programs, and events; networking and mentoring opportunities with alumni and other industry professionals; assistance with internship and job search preparation, résumé and cover letter preparation, interview preparation, and mock interviews; online job and internship listings; and internship fairs.

For more information, visit *emerson.edu/career-services* or stop by the office on the sixth floor of 216 Tremont Street.

Counseling Center

The Counseling Center is an excellent place for Emerson students to begin looking for help with personal concerns, family problems, or other psychological issues. The Counseling Center serves as a resource to assist students in developing to their potential. To achieve this goal, a variety of services are provided. These include: short-term counseling and psychotherapy; support and therapy groups; crisis intervention; psychiatric consultation for students in ongoing psychotherapy in the Counseling Center; and referral to outside agencies, private psychotherapists, and psychiatrists.

The center employs a short–term counseling model that typically affords students 6–10 visits per academic year. If an assessment indicates that a student's therapeutic needs are beyond the scope of what the center is able to offer (e.g., required expertise or frequency of therapeutic contact indicated), the student will be provided assistance in securing alternative off-campus therapeutic resources.

Counseling Center services are confidential. The staff considers issues of student privacy to be of utmost importance. No information is released to anyone, inside or outside of the College, without the student's knowledge or consent, within the guidelines of professional ethics and legal principles.

Students are seen by appointment 9:00 am to 5:00 pm, Monday through Friday. Appointments may be made either by calling 617-824-8595 or by coming

to the center on the second floor of 216 Tremont Street during office hours. In case of emergency when the center is closed, call for recorded information about emergency assistance.

Health and Wellness

The Center for Health and Wellness (CHW) strives to meet the immediate health needs of both resident and off-campus students. It provides general medical care, GYN services, health counseling and education, nutrition counseling, laboratory testing, and referrals to other health specialists when appropriate. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students using the CHW. The staff consists of trained and licensed professionals including nurse practitioners, a physician assistant, a health educator, and a consulting general medicine physician. The center also provides wellness education outreach programming relevant to college-age students.

The CHW is open for appointments Monday through Friday during the academic year and is closed on weekends, holidays, and college breaks. Hours are posted on the CHW website, whose address is noted below. Emerson College is situated in an area within two miles of five major hospital emergency rooms. When the center is closed, students should seek urgent and emergency care at the nearest emergency center. Public Safety can assist resident students with transportation for urgent medical problems when the center is closed. When possible, non-urgent care should wait until the center reopens to avoid unnecessary medical bills. Dental service is not available, but a listing of local dentists and dental schools that provide services to students is available on the CHW website at *emerson.edu/health-center*.

All students are required to submit an Entrance Health Form. Information regarding health matriculation requirements can be found on the accepted student webpage: *emerson.edu/admission/undergraduate-admission/accepted-students/accepted-freshmen/fall-enrollment-checklist*. The Entrance Health Form must be downloaded. Completed forms must be returned to the CHW. The Commonwealth of Massachusetts also mandates the following immunizations be completed prior to college entrance: measles, mumps, rubella (two doses each or two MMR's), T dap, the combined tetanus/pertussis vaccine within last 10 years, hepatitis B (three doses), Varicella (chickenpox) vaccine (two doses), meningococcal vaccine, one dose of the polysaccharide vaccine (MPSV4) within the last 5 years, or one dose of the conjugate vaccine (MCV4) at any time in the past or completion of the MDPH waiver indicating students have received information on the risk of meningococcal infection and have chosen not to be immunized. Information from the Massachusetts Department of Public Health regarding the risk of meningitis, including the vaccine verification/waiver form and information on ordering the vaccine from the CHW, is available from the website. Students unable to receive the meningitis vaccine prior to arrival on campus may order and receive it at the center for an additional fee.

**Specific dosing schedules/intervals for each immunization or documentation of immunity requirements to meet compliance are listed on the Immunization page of the Entrance Health Form. Copies of the form and instruction letter are available on the website.

The CHW is located at 216 Tremont Street and can be reached by phone at 617-824-8666 or by email at *healthservices@emerson.edu*; the website is *emerson.edu/health-center*.

Health Insurance

Massachusetts law requires all students enrolled in a college at least ¾ time to be covered by a qualifying health insurance plan. The plan must meet established minimum benefit guidelines as defined by state law.

Coverage under a health benefit plan is comparable if:

1. The health benefit plan provides to the student throughout the school year reasonably comprehensive coverage of health services, including preventive and primary care, emergency services, surgical services, hospitalization benefits, ambulatory patient services (including laboratory testing), and mental health services.

2. The services covered under the health benefit plan are reasonably accessible to the student in the area where the student attends school.

Annually, students must choose the group health insurance plan offered through Emerson College or demonstrate that they have comparable qualifying coverage, provided by an insurance carrier based in the United States. During the academic year, students enrolled solely under the College-sponsored program are required to first seek medical care at the center for non-emergency medical conditions. A copy of the Health Service Program and Health Insurance Plan is mailed annually to all students from the Office of Student Accounts. The brochure outlines the insurance requirements, criteria, and process for requesting a waiver of insurance. The brochure can also be accessed at the Health Center website: *emerson.edu/health-center*.

International Student Affairs

International students are provided support and relevant information through the Office of International Student Affairs. The staff is available to process immigration forms; provide advice regarding I-20s, DS-2019 forms, and practical training; and discuss issues related to academics and adjustment to the United States. The director works with the Emerson International student organization and plans orientation, informational meetings, and social programs for international students. The Office of International Student Affairs is located at 216 Tremont Street and can be reached at 617-824-7858; its website is found at *emerson.edu/student-life*.

Optional Practical Training

Optional practical training (OPT) is a type of work authorization benefit available to most F-1 students. OPT is available for a total of 12 months during or after completion of studies. Students may choose to do some, all, or none of the optional training before graduation, but most students choose to take their 12 months of OPT after graduation. Students are eligible to apply for post-completion OPT no earlier than 90 days prior to the last day of the graduating semester and no later than 14 days prior to the last day of the graduating semester. Students are encouraged to plan ahead and apply early to avoid any delay or problem in the application process.

Multicultural Student Affairs

The Office of Multicultural Student Affairs cultivates involvement opportunities for African, Hispanic, Asian, Native American, and multiracial students to maximize chances for their successful academic and social transition, integration, and retention at the College. The director of multicultural student affairs is available to discuss academic, cultural, personal, and social concerns. All students are encouraged to meet with the director. The Office of Multicultural Student Affairs is located in the Campus Center at 150 Boylston Street. The director can be reached at 617-824-8637; its website is *emerson.edu/student-life/support-services/multicultural-student-affairs*.

Cultural Center

The Cultural Center was established to enhance the educational, cultural, and social needs of the campus community. The center is available for all students, faculty, and staff, and is host to a number of programs throughout the year. The offices of the cultural-based student organizations, a kitchenette, and a lounge area are housed in the center. It is located in the Campus Center at 150 Boylston Street and can be reached at 617-824-8642.

Off-Campus Student Services

Off-campus or commuting students live at home with family members, in apartments by themselves, or with roommates. The Office of Off-Campus Student Services (OCSS) supports and serves this population by providing a variety of resources and programs. OCSS coordinates the discounted MBTA pass program, provides information relative to off-campus living, maintains a vacancy listings database, and assists students with roommate matching. Emerson students can access apartment listings on the web at *emerson.edu/offcampus-housing*. Students may also visit the Tackboard on the College's web portal to post and view requests for roommates, apartment searches, home furnishings, and subletting. The Off-Campus Network (OCN), a student organization, partners with the assistant director of OCSS to provide a seasonal newsletter and a series of events for socializing and support. The Office of Off-Campus Student Services is located at 150 Boylston Street and can be reached at 617-824-7863; its website is *emerson.edu/offcampus-housing*.

Residential Living Office of Housing and Residence Life

Emerson residence halls offer students the opportunity to live in the city of Boston and develop responsibility and independence through active participation in their living community. All Emerson students may apply for on-campus residence hall accommodations, but on-campus housing is limited.

Residency Requirement Policy

Freshmen entering the College for the first time in Fall 2012 are required to live on campus for their first four semesters at Emerson College; they may apply to live on campus for subsequent semesters pending availability of housing. Freshmen entering the College for the first time in Spring 2013 are required to live on campus for their first three semesters at Emerson College, and may apply to live on campus for subsequent semesters pending availability of housing.

Transfer students entering Emerson College in Fall 2012 or after will be offered on-campus housing depending on availability. If a transfer student wants to be considered for on-campus housing, he or she should submit a $300 deposit to secure space on the housing waitlist. When considering transfer students for housing, their year of graduation from high school is taken into consideration. Transfer students who graduated from high school fewer than two years from their enrollment date at Emerson will be given priority depending on availability of housing.

Students returning from a Leave of Absence (LOA) will be offered on-campus housing depending on availability.

Housing contracts extend through the full academic year (fall and spring semesters). Students living on campus in the fall semester are obligated to remain in on-campus housing for the fall and spring semesters. In addition, all resident students are required to purchase one of the College–sponsored meal plans.

External Programs

Freshmen and sophomores attending an Emerson external program are required to live in on-campus housing (Boston) during the semester they are attending classes on the Boston campus. Because this is a condition of residency, freshmen and sophomores participating in an external program do not need to submit a $300 housing deposit.

Juniors attending an Emerson external program will be given the option of either on-campus housing or living off campus during the semester they are attending classes on the Boston campus. Any junior who would like to live on campus during the semester that he or she is not attending an external program will be required to submit a $300 housing deposit. Juniors will be contacted by the Office of Housing and Residence Life with more details regarding this option.

The Office of Housing and Residence Life will contact all students who are attending an external program during the fall semester regarding housing options for the spring semester.

Required Residency Based on Year of Entry

Entered as	Entered in	Required Residency
Freshman	Fall 2012	Four semesters
Freshman	Spring 2013	Three semesters
Transfer Student	Fall 2012	Will be offered on-campus housing depending on availability

Exemptions

Exemptions to the residency requirement may be granted by the Office of Housing and Residence Life (OHRL). Students seeking an exception must submit a Request for Exemption to Residency Requirement Form along with supporting documentation.

Students are expected to pay room and board fees in full by published payment deadlines unless they have received a residency requirement exemption from OHRL. If a student's request for exemption from the residency requirement is granted after payment is made, he or she will be issued a refund. A separate Request for Exemption to Residency Requirement Form is required for each year an exception is being sought. For consideration, the form must be received by OHRL no later than June 1 for new students scheduled to be in housing for the fall semester, and no later than December 1 for new students admitted for the spring semester.

Exemptions are typically granted when:

- The student lives at home with a parent or legal guardian. If the student changes residence, it is his or her responsibility to promptly notify the Office of Housing and Residence Life.
- The student is able to demonstrate a financial hardship that would otherwise prevent him or her from attending Emerson.
- The student has a disability that precludes living in a residence hall. Documentation of the student's disability is required from a qualified professional who has direct knowledge of the student and his or her condition, e.g., a physician, psychiatrist, or psychologist. This documentation must meet the guidelines described in the Disability Services Office statement of policies and procedures (found on the Disability Services page at *emerson.edu/disability-services*).
- The student is married, in a registered domestic partnership that is recognized by the state of Massachusetts, and/or is a parent with whom one or more dependent children reside.
- The student has completed four semesters of college coursework if he or she entered as a freshman in Fall 2012. The student has completed three semesters of college coursework if he or she entered as a freshman in Spring 2013.
- The student is a transfer student who graduated from high school three or more years prior to the enrollment date at Emerson.
- The student is 21 years of age or older prior to September 1 of the academic year in question.
- The student has served in the military as verified by a discharge certificate.

Housing Selection and Residency Requirement

During the spring semester of each academic year, the College administers a housing selection process for the following academic year. Students will be automatically assigned housing selection appointment numbers based on their residency requirement as defined in the chart on the previous page. All other students wishing to live in on-campus housing will be able to submit an application and $300 deposit for consideration pending availability.

Failure to settle Emerson College accounts in full, obtain required vaccinations, or abide by the Code of Conduct can result in the loss of student housing.

Students who are not able to fulfill the residency requirement due to their own actions, including failure to comply with College policies, may also be dismissed from the College.

If you would like more information and/or wish to fill out an exemption request form, please visit *emerson.edu/student-life/housing-dining/new-residents/residency-requirement* to download a PDF version.

Our residence halls are conveniently located near all of the College's academic and administrative buildings. The residence hall locations are:

Little Building, 80 Boylston Street, Boston
Colonial Building, 100 Boylston Street, Boston
Piano Row, 150 Boylston Street, Boston
Paramount Center, 555 Washington Street, Boston

The Little Building (80 Boylston Street) offers housing in doubles, triples, and suites. The main dining hall and a convenience store are located in the Little Building. Piano Row (150 Boylston Street) offers housing in four- and six-person suites. A café and convenience store are located in Piano Row. The Colonial Building offers students the opportunity to live in single or double rooms within suites. The campus mailroom is located in the basement of the Colonial. Students live in double rooms within four- and six-person suites in the Paramount Center. In addition to the residence hall, some of the features in the Paramount Center include a café, rehearsal and class rooms, the Jackie Liebergott Black Box Theatre, and the Bright Family Screening Room.

The College provides breakfast, lunch, and dinner in the College dining hall for students living on and off campus. The meal plan is mandatory for all undergraduate students living in the residence halls.

All students living in the residence halls are required to sign a room and board contract for the full academic year. Students are obligated to fulfill their full-year commitment unless they graduate in midyear.

Learning Communities

The Office of Housing and Residence Life provides specialized housing in Learning Communities (LCs). These communities offer students the opportunity to form and participate in residence hall learning groups organized around common academic and/or intellectual interests related to the College's mission, or a specific area of growth and development. Choosing to be a part of any of the communities listed here involves a commitment to fellow students living within the cluster. They are assigned on a space-available basis.

Active Living

The Active Living Learning Community is centered on being athletically minded and living an active lifestyle. Open to all students regardless of fitness level or prior athletic background, Active Living is a community dedicated to engaging in sports, physical activities, and a movement-filled lifestyle. Whether it's a group morning run, pickup Frisbee game, volunteering for community service projects such as the Jimmy Fund Walk/Radio Telethon, or collaborating with student groups, students living in this Learning Community will develop leadership skills and become more involved on campus. Students are encouraged to join the Active Living Learning Community in its inaugural year on the 7th floor of the Piano Row Residence Hall on a space-available basis.

Digital Culture

The Digital Culture (DC) Learning Community offers residents a new perspective on digital media. Living in this Learning Community provides you with an exciting opportunity to discuss and explore new technologies shaping our world.

Beginners, experts, and those in between can come together to share their ideas and insights on our increasingly digital world. DC community members will have the opportunity to utilize their skills to develop a creative project of their choice. Past projects have included: a student–run television

show, a digital media blog, and a digital media showcase.The Digital Culture Learning Community is located on the seventh floor of the Little Building Residence Hall on a space-available basis.

Film Immersion

The Film Immersion Learning Community is a great way to begin to network with others interested in the art of film and includes those whose interest is in writing, production, as well as post-production. Regardless of experience or skill level, all that is needed to be a part of Film Immersion is to have a desire to be a part of the filmmaking process. Students in the Film Immersion community will see guest speakers and participate in film screenings among other film-related programs. Students who choose this Learning Community will work together with the Writers' Block and Performing Cultures Learning Communities on an exciting first project, the Cornucopia of Creativity. The Film Immersion Learning Community is located on the seventh floor of the Paramount Center Residence Hall on a space-available basis.

Living Green

Few communities are defined by their commitment to conservation and sustainability, but that is precisely what residents will find in the Living Green Learning Community. There are so many issues at the forefront of today's environmental debate: pollution, sustainable food production, over-population, alternative energy, and recycling are just a handful of examples. The community consists of students ranging in experience with environmental causes as well as a variety of viewpoints on the issues. Our overall goal is to create a welcoming and dynamic space for open communication and open-mindedness. Students in the Living Green Learning Community will participate in earnest and open discussions about environmentalism through an ethical, scientific, political, and sociological framework; community service; field trips; team-building; and an overall dedication to sustainable living. Some programming highlights in the past have been the Living Green Thanksgiving and the annual Lights Out program scheduled in tandem with Piano Row's Halloweek programming. The Living Green Learning Community is located on the third floor of the Piano Row Residence Hall, a LEED (Leadership in Energy and Environmental Design) certified facility, on a space-available basis.

Community Outreach (formerly Local Action)

For students excited to engage within the community, the Community Outreach Learning Community offers an open and welcoming space in which to build friendships, develop leadership skills, and deepen awareness of local and global issues. Through a variety of service activities and experiences as well as floor programs, Community Outreach students will explore the city of Boston, make positive changes in their community, and connect these experiences to their academic learning, leadership development, and their professional career. Community Outreach's floor programs typically happen at least twice a month and help to broaden students' understanding of local and national nonprofits, service opportunities on and off campus, current events that relate to humanitarian and environmental work, and the importance of activism. These programs serve to enhance students' leadership skills and interest in their chosen field while in a safe, inclusive, and fun environment. Residents will engage in service activities throughout the year that they will create and plan themselves, culminating in a year-end capstone project. The Community Outreach Learning Community resides on the 8th floor of the Little Building Residence Hall on a space-available basis.

Performing Cultures

Students who have an appreciation for performing arts or are performing artists themselves find a home in the Performing Cultures Learning Community. Whether a student likes the spotlight or thrives behind the scenes, the Performing Cultures Learning Community is the place where residents learn from others on the floor and make connections with student groups on campus.

Through workshops and field trips, students will be actively engaged in and exposed to both the Emerson and Boston arts scene. They will take their newfound skills and knowledge to execute their final capstone performance. Students in this Learning Community work together as a production team in order to produce a completely student-driven show that they create themselves. This exciting opportunity typically provides the Performing Cultures participants with the rare occasion to gain hands-on experience in areas of directing, producing, stage management, house management, company management, box office management, marketing, choreography, music and vocal direction, props, hair and makeup, costumes, set design, sound design, and lighting design. Suites on the 11th floor of the Piano Row Residence Hall will be assigned to the Performing Cultures Learning Community on a space-available basis.

STAR (Students Taking Active Roles)

The STAR Learning Community is designed for new students who wish to live in a dedicated community composed solely of fellow first-year students. Living on a "first-year only" floor, students develop lasting relationships with other students experiencing college for the first time. Residents become familiar with important College resources and have increased contact with the Student Affairs staff. During the fall semester, residents will take a 1-credit non-tuition bearing course devoted to college transitions, which will be held on the STAR floor. Class topics include: college learning, relationships and emotional intelligence, general personal well-being, diversity awareness, and leadership development. Special activities focus on community building, success at Emerson, and involvement in the Boston and campus communities. The STAR Learning Community is located on the 10th floor of the Little Building Residence Hall on a space-available basis.

Wellness/Substance Free

Students living on the Wellness/Substance Free floor commit to leading a holistic, healthy lifestyle free of alcohol, nicotine, and other drugs. Open to all students, this Learning Community comes together to share ideas, techniques, and programs surrounding being holistically well in mind, body, and soul. Whether a well/substance-free lifestyle is new to you or something you have practiced for years, this Learning Community is a great place to learn, share, and experiment with wellness concepts and ideas that may not be familiar to you. These can include meditation, nutrition, breathing exercises, stress reduction, etc. Residents learn throughout the year how leading a substance-free lifestyle and making healthy and well choices can contribute to their success and contentment in college and beyond. This Learning Community is located on the fourth floor of the Colonial Building Residence Hall on a space-available basis.

Writers' Block

Members of the Writers' Block are a close community of new and experienced writers who strive for writing excellence in coursework, workshops, and community events. Open to all students, regardless of major or experience level, this Learning Community comes together in an informal setting to share ideas about writing, experience the vibrant literary landscape in Boston, and practice their craft. Students in this Learning Community have a wide range of writing styles and interests, from slam poets to avid zine collectors. Writers' Block has its own graduate assistant dedicated to coming to the Piano Row Residence Hall to facilitate workshops on a weekly basis. Writers' Block produces a yearly literary anthology, which is created entirely by students. It also hosts writing-related events and fundraisers to showcase members' talent. Students who choose this Learning Community reside in the Writers' Block residential area (on a space-available basis) and participate in informal writing workshops in the residence hall. All suites

on the 9th floor of the Piano Row Residence Hall are typically assigned to the Writers' Block Learning Community. Should more people apply and be approved than can live on the 9th floor, additional housing for Writers' Block–approved students may also be provided on the 10th floor.

Spiritual Life

The Center for Spiritual Life exists to promote both a sense of community among persons of different faiths, and educational and spiritual growth on an individual basis for interested students, faculty, and staff. Members of the clergy and lay ministry from several denominations are available through this office. The Center for Spiritual Life is located at 120 Boylston Street and can be reached at 617-824-8036; its website is *emerson.edu/spiritual-life*.

Student Activities

Co-curricular and extracurricular activities, including student clubs and organizations, are an important part of life at Emerson. Emerson clubs and organizations provide students with valuable opportunities to gain practical experience in production and performance outside the classroom. Students get involved in management, leadership, and interpersonal relationships that encourage them to develop both personally and professionally.

In addition, there are various planned activities at Emerson designed to assist students in their overall development. Social events give Emerson students a chance to get to know one another; cultural events serve to teach students about people different from themselves; recreational sport programs help students gain confidence in physical activities; and educational seminars expose students to a variety of issues and concerns both inside and outside of their major fields of study or immediate areas of interest.

Recognized Student Organizations

Organizations are categorized by Cultural; Greek; Performance; Political, Service, and Social Advocacy; Print and Publishing; Professional Affiliated Chapters; Programming and Special Events; Spiritual and Religious; Student Governance and Council; and Visual and Media Arts. For a full listing of currently active student organizations on campus, please visit *emerson.edu/student-life/activities-organizations* or contact the Office of Student Life. All recognized student clubs and organizations may be contacted through their organization's assigned mailbox located in the Campus Center at 150 Boylston Street.

Cultural

Amigos

Cultural Center, 150 Boylston Street; 617-824-8642

Amigos ("friends") is Emerson's cultural organization that is dedicated to bringing Latin culture to campus. Amigos is a multicultural group that welcomes anyone who has an interest in the variety of cultures that Amigos stands for. Through continuous programming throughout the school year, Amigos brings a variety of speakers, performers, food, and activities that embody the many Latin and Hispanic nations and cultures. Amigos also networks and collaborates with other Boston-based Latin organizations as well as other student-run organizations. One of the annual events that Amigos takes part in is a Latino conference that is sponsored by BILAN (Boston Intercollegiate Latin American Network). If you are interested in getting involved, Amigos has many leadership opportunities that members may get involved with throughout the year.

Asian Students for Intercultural Awareness (ASIA)

Cultural Center, 150 Boylston Street; 617-824-8642

Emerson's Asian Students for Intercultural Awareness (ASIA) was officially recognized in Spring 1993. This organization was founded to provide awareness of the vast cultures present within the Asian community. ASIA is dedicated to being an active member in the

varied social events of the Emerson community. ASIA also sponsors social and educational events and the end-of-the-year Leadership Banquet.

ASL Emerson
ASL Emerson is an organization that was created to learn about and promote the awareness of deafness and sign language as a form of communication. This is done through regular performances and workshops that incorporate music, poetry, dance, and the performing arts with sign language. Membership is open to all students, regardless of major or related experience.

EAGLE (Emerson Alliance for Gays, Lesbians, and Everyone)
Campus Center, 150 Boylston Street

EAGLE was established to promote visibility and acceptance of queer culture throughout the campus and community. Membership is open to any student who is interested in aiding others with a personal acceptance of homosexuality. The group sponsors social, academic, and awareness functions for the community on issues relevant to queer culture.

Emerson International (EI)
International Student Affairs Office, 216 Tremont Street; 617-824-7858

EI, the College's international student organization, works with the director of international student affairs to provide support for Emerson's international population as well as increase cultural awareness within the College community. Made up of students of diverse backgrounds and interests, EI provides social and educational programs while serving as a resource for projects identified by the International Student Affairs Office.

Emerson's Black Organization with Natural Interests (EBONI)
Cultural Center, 150 Boylston Street; 617-824-8642

Named Organization of the Year for 2007–2008, EBONI is an organization dedicated to the political and cultural reawakening of students of African descent within the Emerson community. Students organize and sponsor such programs as Harambee, Kwanzaa, networking events, cultural retreats, Black History Month, and the end-of-the-year Leadership Banquet. They also maintain a resource library, and hold seminars and conferences designed to further the involvement and increase the influence of students of African descent at Emerson.

Speak Up!
Cultural Center, 150 Boylston Street; 617-824-8642

Recognized in Fall 2007, the purpose of Speak Up! is to promote racial awareness on campus through activities, projects, and dialogue.

Greek

Greek Organization Recognition Policy
The responsibility of reviewing and accepting new Greek organizations is one of the three main reasons that Greek Council exists. A new organization wishing to become a member must meet with Greek Council and state its intent. The statement must include a purpose, a constitution, affiliations, prospective members, identity of founders, and advisor information. The group must also meet with the Student Life Greek advisor; at that point the group will be advised of the mandatory criteria. (See Student Organization and Advisor Resource Guide for more information.) The probation period will last one semester, and conclude with a vote of the general body of Greek Council and recommendation to the Associate Dean of Students or her or his designee. The Greek Council will recognize the probationary period the semester immediately following acceptance of a group's application. The following organizations are currently active:

Alpha Epsilon Phi
Alpha Epsilon Phi is a national sorority founded in 1909 to promote esteem and sorority fidelity. AEPhi Beta Alpha Chapter is composed of a diverse group of women brought together by their common values of honesty, philanthropy, scholarship, leadership, tradition, pride, fun, sisterhood, and growth. As a

social sorority, AEPhi organizes sister and Emerson events, as well as devotes time to local and national philanthropies. The sisters of the Beta Alpha Chapter at Emerson are especially dedicated to the fight against breast cancer, raising thousands to help the cause. As a national sorority, AEPhi works with other local chapters and participates in AEPhi's annual National Convention. Alpha Epsilon Phi provides a lifetime bond of friendship and sisterhood.

Alpha Pi Theta

Alpha Pi Theta is a local social fraternity with goals of brotherhood, love, and trust. The brothers have carried on that tradition through their spirit, enthusiasm, and dedication to the College. The brotherhood is actively concerned with the welfare of the fraternity and of the College. Theta sponsors various social events on campus.

Kappa Gamma Chi

A professional sorority founded at Emerson in 1902, Kappa is committed to serving the College and local community. The sisterhood fosters the ideal of nurturing professional, strong, and independent women. The sisters expect and demand the highest standards for every active member. Named Organization of the Year for 1999–2000, Kappa feels this responsibility has been potent in making the society count as a valuable asset to the school.

Phi Alpha Tau

Founded in 1902, Phi Alpha Tau is the nation's oldest professional communicative arts fraternity. Originally created to foster debate, Tau has evolved with Emerson over the past 100 years to include all areas of the communicative arts. The fraternity gives the Joseph E. Connor Award to outstanding leaders in the communicative arts and hosts the Public Conversation.

Sigma Alpha Epsilon

Sigma Alpha Epsilon national fraternity was colonized as local chapter Phi Alpha on April 22, 1999, after a 13–year formation period. Sigma Alpha Epsilon brings a 143-year tradition of serving its member schools and communities through various social and charitable endeavors.

Sigma Pi Theta

Sigma Pi Theta has emerged as a support group for women. It is dedicated to stimulating unity, growth, support, and awareness among the women of Emerson College. It encourages the growth of the individual, the sorority, and the College community via workshops and activities held throughout the year.

Zeta Phi Eta

Zeta Phi Eta, established at Emerson College in 1908, is a national professional coed fraternity in the communication arts and sciences. Founded at Northwestern University in 1893, Zeta Phi Eta is the oldest national group of its kind. Since that time, Zeta has bonded together individuals committed to high standards in the communication arts and sciences, while providing opportunities for sharing professional interests through worthwhile activities. The sisters and brothers of Zeta Phi Eta are strongly involved with the campus community, in addition to working with many outside organizations, such as the AIDS Action Committee and the American Cancer Society. In 1995, Zeta received national recognition through the Campus Chapter Achievement Award.

Performance

Acappellics Anonymous

Recognized in Spring 2009, the purpose of this organization is to provide alternative performances for and foster greater musical appreciation among the Emerson community and to provide its members with an outlet for artistic expression and growth. This organization combines elements of both music and scripted performance.

Chocolate Cake City

This group serves as a creative outlet for writers, actors, film, and production students as a means to unite all Emerson College majors to produce a comedy show. The aim is to explore the many forms of comedy and thus create a varied, original, and most importantly, funny show.

Emerson Comedy Workshop (ECW)
Founded by Denis Leary and Eddie Brill in 1976, ECW's purpose is to explore any and all types of comedy. ECW performs two shows of live/video sketch comedy per semester along with performing at special events and in the all-troupe shows. Membership is open to all full-time undergraduate students after completing the audition process and being selected to be an actor, writer, or videographer.

Emerson Dance Company (EDC)
Named Organization of the Year for 2008–2009, EDC's sole purpose is to foster dance as an art form. All Emerson College students, regardless of dance experience, are welcome to become involved with the organization. The company works with all forms of dance and movement. Styles include jazz, tap, ballet, contemporary, modern, lyrical, hip-hop, and more. Each semester, EDC produces a showcase featuring new works by student choreographers.

Emerson Poetry Project
Recognized in Spring 2011, the Emerson Poetry Project (EPP) is dedicated to building a community of writers who want to share their original work, receive helpful feedback, improve in craft, and develop through the medium of performance poetry. Every voice is important, and EPP provides an open environment in which anyone and everyone is welcome to contribute. It holds weekly meetings consisting of open mics, slams, featured poets, and workshops.

Emerson Urban Dance Theater (EUDT)
Recognized in Spring 2012, the purpose of EUDT is to use hip hop, tap, modern, and related dance styles as dynamic narrative tools.

Jimmy's Traveling Allstars
A technically oriented comedy group founded in Spring 1999, Jimmy's Traveling Allstars seeks to promote comedy through use of both live and taped sketch performances, with a preference toward video.

Kidding Around
Named Organization of the Year for 2009–2010, Kidding Around is Emerson's theater group that performs and provides unique theater experiences exclusively for children. It performs on campus and at local schools and after-school programs where it creates an "interactive" theater environment with children of all ages. Emerson students are encouraged to become directors, designers, producers, actors, writers, and media persons.

Mercutio
This is Emerson's only dramatic theater troupe that explores all facets of producing, teaching, and performing theater. It opens its membership doors to anyone interested in stage managing, producing, directing, and teaching.

Musical Theatre Society (MTS)
Campus Center, 150 Boylston Street

The Musical Theatre Society exists to provide and support the production of musical theater for entertainment, education, and cultural enrichment of the Emerson College community. The goal of the organization is to make available to all Emerson students the opportunity to realize and develop their talents through the performing arts. MTS currently puts on both a fall and spring musical as well as staged readings and concerts. In addition, MTS provides workshops, master classes, and social events throughout the year.

Noteworthy
The purpose of this organization, created in Fall 2002, is to promote creativity, education of music, and diversity in regards to the a cappella scene at Emerson and in the Boston community. The group provides entertainment for a variety of on- and off-campus events.

Rareworks Theater
Rareworks was named Organization of the Year for 2004–2005. The purpose of this organization is to support seven to eight theatrical productions per year, fully produced, directed, managed, and otherwise staged solely by students of Emerson

College, including musical theater, straight plays, student-written pieces, and experimental theater. The mission is to provide professional theatrical opportunities to the Emerson community by producing new, provocative, and "rare works."

Shakespeare Society

It is the mission of the Emerson College Shakespeare Society to set the standard for classical theater at Emerson College through productions that are thought provoking, engaging, and of high caliber. It desires to unearth the truths in Shakespeare's canon and present them in a contemporary context with the aspirations of cultivating a greater awareness of classical texts.

Stroopwafel

Recognized in Spring 2011, Stroopwafel's goals are to give actors, comedians, and performing artists an outlet for self-expression through an improvised medium; to bridge the gap between audience and performer by encouraging spectators to actively participate in creating comedic theater; to hone the skills required for success in the field of communication and the performing arts through live interaction, collaboration, and spontaneous forensics. In short, its ultimate goal is to provide a community that will motivate and inspire students to inform, influence, and affect a target audience through the sole use of imagination and intelligence.

Swolen Monkey Showcase

This tight-knit group performs written and improvised material throughout the year. A small group of comedians work together to perform multiple improv shows, as well as an epic play, sketch show, and/or extravaganza at the end of every semester. Auditions are held every year or so for students interested in all of it (performers, writers, and winners).

The Girlie Project

Recognized in Spring 2005, the purpose of The Girlie Project is to promote female performers, writers, and directors in the world of comedy. Membership is open to both women and men of all majors to create monologues, sketches, films, dances, and more in a non-competitive environment.

"This Is Pathetic"

"This Is Pathetic" theatrically explores the personal, uncomfortable, disturbed, and sometimes inappropriate aspects of life. By placing these life events in an experimental comic atmosphere, it is easier to understand just what we never want to. Open auditions are held annually.

Political, Service, and Social Advocacy

Communication Politics and Law Association (CPLA)

The mission of CPLA is to awaken students' passion for communication, politics, and law and to turn their political interest into political action.

Earth Emerson

Earth Emerson works to promote environmental awareness and stewardship and to better the campus, community, and global environments through student action. Annual activities include cause fundraisers, benefit concerts, recycling, hiking, community clean-ups, and campus greening projects.

Emerson College Democrats

The Emerson College Democrats is an organization dedicated to promoting Democratic Party politics, educating the Emerson College student body, and creating and maintaining a lively political atmosphere to promote Democratic awareness.

Emerson Feminists

Recognized in Spring 2012, Emerson Feminists has been organized to raise awareness of gender inequality at Emerson College and beyond by developing and promoting educational campaigns regarding issues relevant to campus activism and student life. Emerson Feminists also works to build coalitions with other progressive groups as a means to promote and uphold its set of key values, including gender equality, eradication of rape culture, LGBTQQIAA advocacy, challenging patriarchal constructs, supporting multiculturalism, and promoting healthy attitudes and practices concerning sexuality.

Emerson Peace and Social Justice (EPSJ)
EPSJ is a non-hierarchical group of dedicated students working toward social and economic justice in the Emerson community, Boston, and beyond. EPSJ advocates and educates in many areas promoting a positive change in our environment, particularly in the areas of social justice and equal opportunity, community-based economics, ecological wisdom, tolerance, diversity, nonviolence, and feminism.

Imagine Students Reaching Out
Imagine Students Reaching Out focuses on involving Emerson students with local community service projects. The idea is that while helping others, members develop leadership skills, have fun, and enrich the lives of others.

Print and Publishing

Artful Comics
Recognized in Spring 2011, Artful Comics promotes comics as a creative medium and an art form. Artful Comics exhibits contemporary short comics with a literary bent in a student-run anthology, and fosters an on-campus community of comic artists, writers, and enthusiasts.

The Berkeley Beacon
Campus Center, 150 Boylston Street

Created in 1947 and issued every week during the academic year, *The Berkeley Beacon* is a College newspaper that is student produced. All staff positions are open to students.

Developed Images
Named Organization of the Year for 2005–2006, Emerson's only creative black and white photography magazine showcases the talents of students. *Developed Images* is published annually and will accept submissions from anyone in the Emerson community.

Emerson Review
Campus Center, 150 Boylston Street

This award-winning literary magazine is edited by undergraduates and issued biannually. It includes short stories, poetry, articles, and reviews by students, as well as works solicited from graduate students, faculty, and guest authors.

em magazine
Recognized in Fall 2007, *em magazine* is Emerson's only lifestyle magazine dedicated to providing the student body with interesting and informative articles written by and for Emerson students. It covers everything from looks and relationships to features, fitness, entertainment, and Emerson news. Currently online and in print.

Gangsters in Concrete
Campus Center, 150 Boylston Street

Gangsters in Concrete is a biannual student publication that encourages experimentation, exploration, and enthusiasm in the writing and reading of poetry and prose. *Gangsters* also sponsors workshops, seminars, and readings.

Gauge
Campus Center, 150 Boylston Street

Gauge is a design-oriented magazine completely produced by and for Emerson College students. Its goal is not only to incorporate the various fields of study offered at Emerson into a singular publication, but to also push the boundaries of the magazine format.

Hyena
Emerson's humor magazine, *Hyena*, was founded in 1979. It is one of the outlets open to the Emerson community for humor, both written and visual. All types of positions are available and anyone interested in humor, publishing, and printing should contact *Hyena* via its mailbox in the Campus Center.

Latent Image

The purpose of Latent Image is to promote discussion and criticism of the artistic and technical medium of film. The organization produces a film journal and hosts an Oscar party and a student film festival.

Stork Magazine

Recognized in Spring 2005, *Stork* is a biannual fiction journal dedicated to demystifying the publishing process and improving student writing. *Stork* is founded on the idea of communication between editor and writer and provides an outlet for budding writers to take their work to the next level.

The Emersonian

Campus Center, 150 Boylston Street

The Emersonian, the College yearbook, is a permanent chronicle of the days, people, places, and events of the academic year. Students interested in photography, advertising, layout, or copy editing can receive 1 free non-tuition credit per semester for assisting with producing the book.

THREAD

Recognized in Fall 2007, *THREAD* provides Emerson College students with the opportunity to publish their works of the script and screenplay format in a high-quality, professional anthology. It also offers the unique element of having a work of visual art accompany each published script. With the idea that the screenplay is an ultimately visual medium, *THREAD* attempts to showcase a drawing, sketch, painting, etc. of the same feel and tone alongside each script. *THREAD* also provides scriptwriters and playwrights with the chance to move their script to the next stages in production with the annual staged Reading Night and ties with on-campus groups.

Undergraduate Students for Publishing

Recognized in Fall 2006, the purpose of Undergraduate Students for Publishing is to educate Emerson undergraduates about publishing careers by inviting professionals to engage in discussion with students about their work. The club hosts panels of professionals to speak about their specific jobs and advise students on how to start their own careers in publishing. In addition to this, the executive members hold informational meetings to teach members publishing vocabulary, give them resources on the publishing world, and generally keep them aware of the current events of the business.

Your Magazine

Recognized in Spring 2012, *Your Magazine*'s goal is to promote education of the magazine and media industry by giving students the opportunity to create content for a monthly publication targeted at students at Emerson and around Boston that focuses on the lifestyle of an urban college student, and to create content that is relevant to the Emerson community. Members are always conscious to bring content to their readers that they want to read.

Professional Affiliated Chapters

American Marketing Association (AMA)

Emerson College's Collegiate Chapter of the American Marketing Association, known as American Marketing Association at Emerson College, is an international organization for undergraduate and graduate students who wish to be involved in the marketing field. The main objectives of the chapter are to: enhance student education through a variety of marketing workshops, speaker series, and seminars; assist in the development of members' professional skills; and provide members with opportunities to interact with other collegiate chapters in the Boston area and to provide networking opportunities to its members.

Audio Engineering Society (AES)

Recognized in Spring 2009, the purposes and objectives of the Audio Engineering Society, Inc., Emerson College student section shall be: the diffusion and increase of educational and scientific knowledge in audio engineering, and the promotion and advancement of this science and its allied arts in both theoretical and practical applications; the stimulation of interest in audio engineering; the encouragement of the interchange and intercourse

of ideas among its members; and the promotion and maintenance of high professional standards among its members in this section. To this end, it shall be the purpose of the section to hold meetings for the reading or discussion of papers, publications, and communications, and for such other educational activities as shall properly fulfill the objectives and purposes of the AES.

Communication Sciences and Disorders Journal Club (CSDJC)
Recognized in Spring 2009, the purpose of the CSDJC is to serve as a forum for students to engage in discussion about research related to the variety of majors that Emerson College offers and to provide opportunities for students to present research findings to others in a controlled and supportive environment. Essential to its organizational purpose, the CSDJC will strive to create a relaxed, collegial, social environment for scholarly discussion in such a way as to differentiate it from similar academic pursuits conducted in undergraduate and graduate courses at Emerson College.

Emerson College Model United Nations (ECMUN)
Recognized in Fall 2009, Emerson College Model United Nations empowers students to take an active interest in learning about the world while teaching advocacy and diplomacy in the context of international affairs. Members participate in committee session simulations modeled after the diplomatic process of the United Nations and cooperate with each other to develop resolutions for real-world issues. ECMUN seeks to hone the skills of informational analysis, critical thinking, and communication, as well as emphasize the importance of respect and collaboration.

Emerson Communication (EmComm)
Campus Center, 150 Boylston Street

EmComm is a student-operated and faculty-advised marketing communication agency dedicated to providing students with hands-on experience in the areas of advertising, public relations, promotion, graphic design, and computer graphics. EmComm services are available to on- and off-campus organizations.

Emerson Forensics
This program is designed to teach advocacy skills so that students are empowered to be the architects of their own futures. In debate, the preparation and delivery of argumentation provides students with the opportunity to think critically, develop their academic research skills, improve their communication abilities, solve problems creatively, and increase their self-confidence. The Public Address events of competitive forensics also reinforce the skills of information gathering and analysis, writing, and delivery. The interpretive events, Prose, Poetry, Drama, and Duo-acting allow students to create artistic programs around current events, the cutting edge of theater and literature, and to bring to their audience a new and unique understanding of the connection between literature, social consciousness, interpreter and audience. All events allow for team members to practice and research together, and to travel and compete with each other and with students from other schools. Forensics is one of the few activities that truly integrates academics, cultural diversity, social commentary, advocacy, and fun!

National Broadcasting Society (NBS)
Campus Center, 150 Boylston Street

Outstanding broadcasting students are eligible for this national honorary broadcasting society. The Emerson chapter produces its own TV and radio programs and serves the media needs of the Emerson community.

National Student Speech, Language, and Hearing Association (NSSLHA)
All Emerson students can become members of this national organization. The Emerson chapter provides the opportunity for students to take part in professional activities on a local, regional, and national level. Named Organization of the Year for 2000–2001, NSSHLA encourages professional interests among Emerson students in the study

of normal and disordered human communication behavior. NSSLHA provides aid and assistance within the College as well as to local organizations in the areas of speech, hearing, language, and behavior disorders.

Public Relations Student Society of America (PRSSA)

PRSSA is a professional organization dedicated to helping students advance in the field of public relations through scholarships, networking with practitioners throughout the country, understanding of current theories and procedures, and hands-on programs with Emerson College clients, while furthering an understanding of current theories and practices to better prepare students for one of the fastest growing businesses.

Radio Television Digital News Association (RTDNA)

Campus Center, 150 Boylston Street

Named Organization of the Year for 2002–2003, the Radio Television Digital News Association is an international organization dedicated to improving communication between students and professionals. RTDNA has experts critique students' work, sponsors student-run workshops, and organizes professional networking opportunities for students. The Emerson chapter also runs WEBN, which has been named the AP Station of the Year six times. Its award-winning television newscasts, sport programs, and specials run on Winthrop Cable and Tyngsborough Community TV. The staff annually covers the Oscars, MLB Spring Training, the Emmys, and political events such as the Iowa Caucuses and Presidential Inauguration. The organization also gives students the opportunity to gain experience in broadcasting across multiple media, including its award-winning website, *webn.tv*.

Society of Professional Journalists (SPJ)

Named Organization of the Year for 2001–2002, this student chapter of the prestigious national professional organization was created in 1983. Students who are committed to a career in journalism are encouraged to participate. SPJ activities include professional programs, service activities, and social events.

Programming and Special Events

Emerson Mane Events (EME)

Formerly known as CAB, Emerson Mane Events (EME) is a team of students who develop and organize events and activities on campus that celebrate the diversity of our community, promote student involvement, and foster collaboration among student organizations. EME members gain hands-on experience in all aspects of event planning, including booking, promoting, and management. Student organizations at Emerson College can request event planning assistance from EME.

Emerson Recognition and Achievement Awards

A long-standing Emerson tradition, the Emerson Recognition and Achievement (ERA) Awards celebrate student and campus leadership and recognize the infinite achievements of Emerson College community. The night aims to pass the reins of leadership from one leader to the next. Through a College-wide nominations process, additional "Specialized Awards" are given out to recognize those groups and individuals who have demonstrated particular excellence during the course of the academic year. All Emersonians—students, faculty, staff, and administrators—are welcome to participate in the ERA Awards, regardless of their affiliation with undergraduate student clubs and organizations. This event offers an excellent opportunity for networking and making connections among all members of our community. The ERA Awards offers all attendees a chance to learn more about what the collective community has accomplished over the course of the academic year.

Spiritual and Religious

Emerson Goodnews Fellowship (EGNF)

Emerson Goodnews Fellowship is an ecumenical group, formed from many different church denominations, that meets for Bible study prayer and fellowship. EGNF seeks to build more community between Christians in the community. It also offers occasional services, community service projects, and helps connect Emersonians to local churches.

Hillel

Emerson College Hillel is dedicated to creating a pluralistic, welcoming, and inclusive environment where students are encouraged to grow intellectually, spiritually, and socially. In past years, its programming has reflected this mission with events including: celebrating Chanukah with a "Bar Mitzvah-style" bash, hosting a "Chocolate Seder," attending a local performance of *Joseph and the Amazing Technicolor Dreamcoat*, and creating and leading a Yom Hashoah service to commemorate those who perished in the Holocaust and other world genocides. Hillel also helps students foster a sense of Jewish identity through textual studies, cultural discussions, and participation in guest lecture events and off-campus activities. Its mission is to enhance the lives of Jewish students so that they may enrich the Jewish people and the world. There is a unique role for you at Emerson College Hillel.

Newman Club

The Newman Club provides opportunities for Catholic students to develop their faith and work in sponsoring social, educational, spiritual, and service-oriented events. Students come together for debate, prayer, and fun!

Student Governance and Council

Student Government Association (SGA)

Campus Center, Lower Level 1 (LL1); 617-824-8686

The Student Government Association was formed to "establish an effective student government; represent student interests; establish and facilitate all student organizations; act as a liaison between the student body, the administration, and the Board of Trustees; and promote and protect the rights of the students..." In coordination with the Office of the Dean of Students, the SGA allocates and monitors funds to student organizations and plans and executes student activities and programs for the campus. It also actively states the needs and protects the rights of the student body. Elections are held every spring to fill positions for the next academic year. Any full-time enrolled undergraduate student who meets the candidate criteria is encouraged to run.

SGA Executive Joint Session

The Executive Council is one of two student legislative bodies, and is composed of the four executive officers of SGA, the four class presidents, all elected departmental senators, and appointed commissioner positions. The Council oversees the activities of all student organizations funded through the SGA and works closely with the administration on issues concerning campus/student life. In serving as a liaison between the students and College faculty and administration, it is responsible for decisions dealing with the allocation of student funds, formation of ad hoc committees, initiating and carrying out legislation, and dealing with student interests and concerns.

SGA Student Senate

The second branch of the SGA is composed of one senator from each class and one senator from each major department. The Student Senate works with the SGA Executive Council on all issues concerning campus/student life. The Senate also works to promote issues that effect student involvement as citizens of the College community. The Senate meets regularly and all students are welcome to attend.

Class Governments
Each year, classes elect officers to represent them in student government matters and facilitate co-curricular and social events. Elections for sophomore, junior, and senior class officers are held in the late spring for the following academic year, and freshman class elections are held toward the end of the fall semester. The four class presidents serve on the SGA Executive Council.

Freshman Class (2016) to be elected in early December
Freshman Class Council meets weekly to develop a class constitution, plan programs, learn about getting involved at Emerson, and prepare for leadership positions. Students interested in running for a class office their first year will find participation in and successful completion of the Freshman Class Council certification program beneficial as they foray into collegiate leadership positions. All first-year students are invited to get involved. The Freshman Class Council certification program is facilitated by the Associate Dean of Students.

Sophomore Class (2015)
Responsibilities of the sophomore class officers include: class meetings, newsletters, and programs.

Junior Class (2014)
Responsibilities of the junior class officers include: assisting with the selection of Who's Who Among College and Universities representatives, marshalling at commencement, newsletters, class meetings, and programs.

Senior Class (2013)
Responsibilities of the senior class officers include: assisting with commencement planning and related activities, Senior Week activities, newsletters, class meetings, and programs.

All-College Assembly
The Assembly is an All-College meeting open to the entire Student Government Association, which consists of all full-time, matriculated undergraduate students. It is an initiating, legislating, and vetoing body. Each member has one vote. Active student participation is essential to meeting the changing needs of Emerson students. Meetings are called as deemed necessary by the SGA president.

Financial Advisory Board (FAB)
The Financial Advisory Board consists of the treasurer of SGA (chair), one student from each class, the SGA advisor, and Dean of Students or his or her designee. The Board meets with and reviews all student organizations requesting student funds. Based on this review, the FAB makes recommendations for the annual budget, which is presented to the Student Senate and Executive Council for approval. The SGA treasurer and Associate Dean of Students must sign all student activity financial transactions.

Greek Council
Campus Center, 150 Boylston Street

Greek Council is the official governing body of Emerson College that recognizes all Greek Letter organizations. It is composed of delegates from all recognized fraternities and sororities. They collectively work to govern all Greek organizations, promote Greek life on campus, and work on projects to serve the College and the surrounding Boston community.

Residence Hall Councils
Hall Council is the student governing body of each residence hall. Hall councils are involved with providing social and educational activities for their respective residence communities. Activities have included talent shows, cultural events, field trips, faculty/staff hall visits and presentations, discussion groups, and movies.

Residence Hall Association (RHA)
The Residence Hall Association represents and is composed of members of the four hall councils. RHA works in conjunction with the individual hall councils to sponsor campus-wide programs and work toward the improvement of the residential environment. These activities have included day trips to New York City, weekend trips to Washington, D.C., outdoor

adventure excursions, and educational speakers. RHA participates in NACURH, the National Association of College and University Residence Halls. All residential students are invited to attend and participate in RHA meetings. Voting members are selected from the elected representatives from the four hall councils.

EC4Life

EC4Life's mission is to facilitate continuous interaction and sharing between alumni and students by fostering lifelong loyalty, participation, and philanthropic support while maintaining Emerson spirit and traditions. Members of EC4Life collaborate with the Development and Alumni Relations Office to educate students on the importance of philanthropy at Emerson College and assist in planning and executing meaningful student/alumni events.

Student-Athlete Advisory Council (SAAC)

The Student-Athlete Advisory Council aims to increase athletic awareness and better the communication among the student-athletes, Athletics Department, administration, faculty, and student body. SAAC commits itself to service opportunities on campus and in the greater community. The SAAC is an NCAA–mandated representative body of the student-athlete population on campus. This council is charged with representing the needs of its teams, and student-athletes in general, to the administration. The SAAC should be a proactive group of student-athletes who are willing and eager to come up with, plan, and implement activities and materials that will benefit all student-athletes and the image of varsity sports at Emerson.

Visual and Media Arts

Captured Emotion

Recognized in Fall 2009, Captured Emotion is dedicated completely to the documentary and nonfiction work. Captured Emotion provides the experience of pre-production and research, production, and post-production. Each semester, Captured Emotion commences with a pitch session, driven by students, in which each member prepares an idea for a production relevant to the field of documentary and nonfiction work. The organization seeks to give out experience, while requiring quality as an end product.

Emerson Independent Video (EIV)

Campus Center, 150 Boylston Street; 617-824-8693

Named Organization of the Year for 2006–2007, Emerson Independent Video serves the Emerson community. The organization models its operations on that of a television station. Its goal is to provide an opportunity for students to apply or learn skills in all phases of television production in a professional atmosphere. Whether students are interested in marketing, directing, producing, or writing, the organization has a place for all. EIV has programs of all types in all stages of development. It also produces five live-to-tape 30-minute news broadcasts weekly as well as international news broadcasts twice weekly. Over the years, EIV has won numerous national college broadcasting awards as well as having programming air on cable and national outlets. EIV also produces the EVVY Awards, Emerson's equivalent to the Emmy Awards, in which distinguished industry professionals give awards honoring Emerson's best student work. The EVVY Award ceremony is a major event in the Emerson community.

The Emerson Channel

The Emerson Channel is a leading college television network that functions as both a content distributor and producer. As the only major media outlet on campus, The Emerson Channel is Emerson College's premier outlet for students' film, video, and other creative works. The organization is completely student-run and is maintained by a staff of more than 100 students involved in production, broadcast operation, promotion, and programming. In addition to being a crucial media outlet, The Emerson Channel is dedicated to training students in a professional environment in preparation for graduation into a dynamic television workforce. The Emerson Channel airs original productions and programming acquired from Emerson students, staff, and faculty as well as student production

organizations such as Emerson Independent Video (EIV), National Broadcasting Society (NBS), and Frames Per Second (FPS). The Emerson Channel also produces live and taped event coverage, often as co-productions with Emerson Productions, EIV, or The EVVY Awards, which is one of the largest college television productions in the world shot annually each May in the Cutler Majestic Theatre.

EVVY Awards
Campus Center, 150 Boylston Street

The EVVY Awards is like no other college production in the country. Modeled after professional shows such as the Emmys and Oscars, the EVVY Awards has become the largest multi-camera, live switch event any school has to offer. This award-winning show has become nationally recognized with a first place award at the National Association of College Broadcasters Awards and has received two national Telly Awards. Throughout the year, student work can be submitted in a wide variety of categories, creating a very competitive environment right here on campus. These submissions are then sent out to local and national professional judges in their respective fields to ensure a fair and experienced judging process. Notable past judges have included Rachel Dratch of *Saturday Night Live*; Wendey Stanzler, a director from *Grey's Anatomy*; and Matt Cheese, editor of *Finding Neverland*. Previous onstage appearances have included Sean Hayes of *Will & Grace*; Rich DiPirro, creator of *Deal or No Deal*; Denis Leary; Gregory Hines; Matt Lauer; and John Cusack. The EVVY Awards is not only an award show, it is also a student-run organization that provides an adequate learning experience for hundreds of Emerson students. Throughout the year, students will be taught, through hands-on experience, how to succeed in the professional world. No matter what age or major, the EVVY Awards will have something for students.

Fashion Society
Recognized in Spring 2007, the Fashion Society seeks to represent the creative ideals of all aspects of the fashion industry. It aims to provide an outlet for students who are passionate about the fashion industry and the professional opportunities in this field. The group provides resources for the undergraduate community of Emerson as they develop their personal and professional styles.

Frames Per Second (FPS)
Campus Center, 150 Boylston Street

Named Student Organization of the Year for 2003–2004, FPS is dedicated entirely to teaching professional film production. It is the only organization on campus that involves many students in the pre-production, production, and post-production of films. It is an opportunity for students to learn every aspect of filmmaking, hands on, before they reach their first production class. FPS turns students into teachers.

Random Arts Delegation (RAD)
Recognized in Spring 2007, RAD pledges itself, but will not limit itself, to expanding the partnerships between artists in different mediums at Emerson College. RAD aims to affect cross-genre growth in all levels of the creative process. By facilitating workshops open to all members of the student body and presenting performance showcases, RAD focuses on both artistic process and product. RAD acts as a springboard for cross-boundary artistic dialogue and growth, and in doing so entertains, educates, builds continuum, and pushes the boundaries of artistic expression.

spec
spec was founded to develop a forum for students interested in the art of screenwriting; to provide a means for students to explore artistic abilities; and to promote and nurture the interests of those who wish to pursue an education in the field of screenwriting. spec serves the video and filmmaking community by conducting workshops and hosting annual performance-style readings.

Warlords
The youngest film group on campus, Warlords: Action Film Club is dedicated to producing and promoting action films/digital movies, as well as all sub-action genres. This includes, but is not limited to, sci-fi , thriller, horror, fantasy, comic book/graphic novels, and much more. Ideas are brainstormed among Warlords members at general meetings and weekend screenings.

Wax on Felt
Wax on Felt is a student–operated record company. Students record, promote, and release audio CDs in the commercial market. They work in production, engineering, marketing, public relations, business management, new media, and graphic design.

WECB
180 Tremont Street; 617-824-8850

This closed circuit radio station (99.9 FM/640 AM) serves the Emerson residence halls and dining facility. The station is staffed by students and operates on revenue generated through advertising. Auditions are held at the beginning of each semester. Positions are available in sales, promotion, production, public relations, programming, music announcing, news reporting, and sportscasting.

WERS (FM)
180 Tremont Street; 617-824-8890

WERS (88.9 FM), New England's oldest noncommercial radio station, reaches out to a potential audience of three million people with its eclectic blend of music, news, and public affairs programming. The 4,000-watt station is student-operated and has been recognized nationally for its excellence. WERS has continuously won awards from the Associated Press and other prestigious broadcasting associations. WERS raises much of its own funding through its annual Live Music Week fundraiser, during which more than 90 live musical performances are presented from the WERS studios. Auditions are held at the beginning of each semester.

Women in Motion
Women in Motion is a production-oriented organization dedicated to providing an opportunity for students interested in filmmaking to further their education through workshops, guest speakers, and most importantly, the experience found in a collaborative and creative working environment. The organization is open to both men and women while the foundation of the organization is to support women in leadership roles at the student and professional levels of filmmaking.

Honorary Societies

The Gold Key Honor Society. The Gold Key Honor Society is Emerson's official academic honor society. To qualify, a student must be either a junior or senior, with no fewer than 48 credits earned at Emerson College. Inductees into Gold Key are those juniors at the top 5 percent of their class, and seniors at the top 10 percent of their class (including seniors inducted in their junior year).

Lambda Pi Eta. A national honor society for students who have achieved academic distinction in communication. Open to juniors and seniors in the Department of Communication Studies; eligible students must have achieved a 3.8 or higher and have earned 60 or more credits.

For an expanded description of student clubs and organizations, consult the Student Handbook or visit *emerson.edu/student-life/activities-organizations.*

Athletics and Recreation

The Department of Athletics coordinates the College's varsity, club, intramural, and recreational sports programs and operates the Emerson College Fitness Center. Athletics at Emerson is an opportunity for student-athletes to bring out their best through competition and to learn valuable lessons on and off the field that will stay with them throughout their lives. Lessons about teamwork, self-discipline, dependability, and dedication help shape a well-rounded individual.

Varsity Program

Athletics at Emerson offers a wide variety of sports in which today's student-athlete can participate. Student-athletes can display their skills in 14 varsity sports. The Lions field varsity teams in:

Men	Women
Baseball	Basketball
Basketball	Cross Country
Cross Country	Lacrosse
Lacrosse	Soccer
Soccer	Softball
Tennis	Tennis
Volleyball	Volleyball

Emerson College is a Division III member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the Great Northeast Athletic Conference (GNAC). The Athletics Department is located at 150 Boylston Street, Lower Level 2, and can be reached at 617-824-8690 or at *emersonlions.com.*

Please note: Students on academic probation are not allowed to practice, travel, or compete with varsity athletic teams.

Club Program

The Club Program offers students the opportunity to compete intercollegiately at a less time-intensive and more student-run level than at the varsity level, but with more structure than an intramural sport. The department provides support for each club program (which may include coaching, financial, transportation, etc.).

Intramural Program

Having fun, exercising, and competing at a friendly level is the successful formula that defines the Emerson intramural sports program. The intramural program allows students the flexibility to choose to participate in sports as their time and interest permit.

The Brown-Plofker Gym, opened in September 2006, allows greater opportunity for indoor varsity, club, and intramural sports.

Lester Rotch Field

Located a mile from campus, Rotch Field is home to Emerson's soccer, lacrosse, and softball teams, as well as intramural and recreational outdoor sports. It was completely rebuilt in 2004 and opened in Spring 2005, and athletes now play on FieldTurf synthetic surface. The field is also lighted for night games and contains a clubhouse that houses team and officials' locker rooms, a conference room, and an athletic trainer's room.

Fitness Center

The Emerson College Fitness Center (ECFC) offers exercise and wellness programs designed to meet specific interests and goals including proper diet and nutrition, stress management, sports conditioning, and general physical fitness. At no cost to the Emerson community, the ECFC provides state-of-the-art strength training, cardiovascular and free weight equipment, and a studio where a daily schedule of aerobic, dance, yoga, and conditioning classes are offered. The Fitness Center is located in the Lower Level of the Little Building (80 Boylston Street) and can be reached at 617-824-8692.

Financial Assistance

Emerson College's financial assistance program helps qualified students and their families finance students' education. Sources of assistance include scholarships, grants, employment, loans, or a combination of these. Institutional funds at Emerson College are awarded on the basis of both financial eligibility and academic merit. All federal funds are awarded on the basis of financial eligibility. The responsibility for financing a college education initially rests with the student and his or her family. Assistance is provided by the College as a supplement to the family's effort. Anyone wishing to apply for financial assistance should access the website at *emerson.edu/finaid.* International students are not eligible to receive need–based financial assistance. Only citizens or permanent residents of the United States are eligible to apply for need–based financial assistance. International students should evaluate the cost of studying at Emerson and be prepared to finance it totally.

College Costs and Student Expense Budgets

The total cost of attending an institution is an important factor in family financial planning. The tuition, room and board, and other fees and charges compose the majority of an Emerson student's expenses. However, books and supplies, personal needs, and transportation must also be included. Students and parents should allow for inflation when considering financing four years of attendance at Emerson. The College estimates that the typical residence hall student should be prepared for costs of approximately $48,463 for the nine months of the 2011–2012 academic year. A student living off campus should expect approximate costs of $49,015, which includes an estimated amount for nine months of rent and off-campus expenses. Commuting students can anticipate spending perhaps $40,465 for the academic year. (A commuter is defined as a student living at home with his or her parents or other relative.)

All of the expenses listed above are used to determine the student's college budget; they are not the billed costs for the College. When the Office of Student Financial Services reviews an application to determine a student's financial eligibility, this entire college budget is used as a base, rather than merely the amount of the tuition and room/board bill.

For more and detailed information on costs, financial assistance, and financing options, contact the Office of Student Financial Services at 120 Boylston Street, Boston, MA 02116-4624 or visit its website at *emerson.edu/finaid.*

Restricted Scholarships

Emerson College has a number of restricted scholarships and awards that are available to students who meet the eligibility requirements set forth by the respective donors. The Office of Student Financial Services makes all awards. If the award is designated for a student(s) in a particular department, that department is consulted. Due to the balance of individual endowment funds, not all scholarships are awarded annually.

The scholarships listed below are funds conferred to Emerson College by private donors. These scholarships are disbursed through the Office of Student Financial Services. To be considered, students must complete a financial aid file with the Office of Student Financial Services unless otherwise noted. These scholarships are awarded to a student for one semester and they are not renewable unless otherwise noted. Funding for these scholarships is not guaranteed each year. Awards are dependent on funding levels. These scholarships are only for full-time students and are only available for courses taken during the fall and/or spring semesters.

Alumni Association Scholarship. Starting in 2011–2012, the Alumni Association Scholarship funded six annual scholarships of $4,000. The scholarships will be allocated among each of the undergraduate classes and graduate students. Recipients qualify for renewed receipt of the scholarship until their graduation, based on academic performance and continued financial need.

Ed Ansin Diversity Scholarship. Established in 2007, this scholarship supports undergraduate students from economically disadvantaged backgrounds, first–generation college students, or students from racial and ethnic groups that are underrepresented at Emerson. Preference will be give to members of the Boston chapter of the Boys and Girls Clubs or its successor organization. The scholarship is renewable providing the student maintains full-time enrollment and is in good academic standing.

Eckardt and Barbara Horowitz Beck Scholarships. Established by a gift from E. Chris Beck '68, H'94 and Barbara H. Beck '69. Awarded on the basis of excellence in communication to students with freshman, sophomore, or junior standing who demonstrate financial need.

Bell Family Scholarship. Established in 2009 by Pam and Jeff Bell P'09, the Bell Family Scholarship awards $3,000 annually to a student with financial need who is enrolled in Performing Arts or Musical Theatre.

Beth Hodgson Berkowitz Scholarship. Established in 1998 and awarded on the basis of financial need to a student who has maintained at least a B grade average.

Bill Bordy Scholarship. Established by a gift from Bill Bordy '58, and awarded on the basis of financial need and academic achievement. One scholarship will be given to a student in each of the following programs: Performing Arts; Visual and Media Arts, or Journalism; and Writing, Literature and Publishing.

Ruth and Bernard Bork Scholarship. Awarded on the basis of financial need to a student majoring in Communication Disorders.

Mark Bortman Scholarship. Awarded to a student with financial need who has demonstrated superior academic achievement in his or her freshman and sophomore years. The scholarship is credited for two consecutive years at the junior and senior level. (This is an exception to the nonrenewable clause listed above.)

Jeanne Marie Brodeur Memorial Scholarship. Established in 2009 by a bequest from Jeanne Brodeur '72 and supplemented with gifts from her friends, the scholarship will be awarded on the basis of financial need. Jeanne, a recipient of a full scholarship to Emerson, was a longtime member of the Alumni Association Board of Directors and employed by the College as vice president for institutional advancement.

Harry and Doris Brudnoy Scholarship. Established in 2005 by a bequest from David Brudnoy in tribute to the memory of his parents. As an honorary brother of Phi Alpha Tau, David Brudnoy gave freely of himself as a friend and mentor. The scholarship will be awarded to an active brother of Phi Alpha Tau who is a full-time student with financial need.

Mary Burrill Scholarship. Established in 2002 in honor of playwright and educator Mary "Mamie" Burrill, 1904, the earliest known Emerson graduate of color. Awarded to a deserving AHANA (African, Hispanic, Asian, and Native American) student or students in the incoming freshman class.

Darren Cecil Scholarship. Established in 1986 in honor of Darren Cecil '86. Awarded to an undergraduate with a disability who shows financial need and demonstrates a high level of academic performance.

Pete Chvany Scholarship. Established in 2010 to honor Pete Chvany, whose ability to nuture students, foster potential, and push for excellence launched many successful lives and careers. Awarded to full-time juniors or seniors who have a passion and commitment to activities such as EIV, WEBN, EMComm, PFS, and the EVVYs. Preference is given to students whose financial need has been caused by changed family circumstances.

Class of 1961 Scholarship. Juniors or seniors in good academic standing who experience an unforseen financial hardship and need emergency assistance to complete their studies at Emerson are eligible to receive a scholarship of not more than $5,000 annually.

Lyell B. Clay Memorial Scholarship. Established by Whitney Clay Diller '79 as a tribute to her father. Awarded to a full-time undergraduate student in the School of Communication who has financial need and is in good academic standing. Preference is given to students from West Virginia.

Chet Collier Scholarship. Established in 2003 in honor of Chet Collier '50, the scholarship will be awarded to an undergraduate journalism student who demonstrates an understanding of fair and balanced journalism.

Hamilton D. Comstock Scholarship Fund. Established by the National Alumni Board of Directors in honor of Hamilton Duffy Comstock '67, G'69. Supplemented by a gift from the estate of Jane Comstock. Awarded to the child, grandchild, or sibling of an Emerson graduate who demonstrates excellence in scholarship, strong leadership potential, and participation in alumni affairs.

S. James Coppersmith Broadcasting Scholarship. Established in 1997 by friends and associates. Awarded to a student entering his or her junior year concentrating in Broadcast Journalism. The award is based on high academic achievement and financial need.

Peter V. Corea Scholarship. For nearly four decades, the late Peter Corea devoted himself to developing Emersonians' abilities for self-expression, social interaction, and community participation. This scholarship was established by his son, William, and widow, Alicia, and was first awarded in 2007 to a full-time undergraduate student on the basis of financial need and academic achievement.

Kenneth C. Crannell Sr. Scholarship in Speech Communication and Public Leadership. Established by family and friends in 2005 in honor of Emeritus Professor Ken Crannell. Dr. Crannell received his bachelor's and master's degrees at Emerson and inspired Emerson students for more than 45 years. The scholarship will be awarded to a full-time first-year or transfer student with financial need whose high school background and program of study at the college indicate an interest in oral communication and a career in public life.

Wilma Tyson Cremer Scholarship. Established in honor of Wilma Tyson Cremer '39 by her husband. The scholarship is awarded to a student who excels in oratory or oral interpretation.

John Diamantakiou Scholarship. Established in memory of John Diamantakiou '91 by his family and friends. The scholarship is awarded to a student in Political Communication who participates in the Washington, D.C. Program.

Lois Dow Scholarship Fund. Established by bequest of Lois Dow Wilkins '29. Awarded to students who demonstrate financial need with an outstanding interest in the study of Performing Arts and Visual and Media Arts.

Emerson College Comedy Scholarship. The scholarship was established in 2006 with funds from an event celebrating 30 years of Emerson comedy. The fund will be supplemented annually with proceeds from the Emerson Comedy night of the Boston Comedy Festival. The scholarship will be granted as tuition to a rising senior who has demonstrated leadership and talent in the writing, performance, or direction of comedy.

Nicole duFresne Scholarship. Established as a tribute to the memory of Nicole duFresne '99. The scholarship will be awarded to a socially conscious female with financial need who is studying acting and/or playwriting and demonstrates a passion for learning.

Polly Epstein Scholarship. Established in her memory by her husband and children in 1996. The award is granted to a student based on financial need and academic achievement.

Celia Segal Foster Scholarship. Established in her honor by her children and grandchildren, the scholarship has been awarded since 2007 to a student in Performing Arts based on academic performance and financial need.

Tom and Kathy Freston Diversity Scholarship. First awarded for the academic year 2008–2009, the scholarship is for undergraduate students from economically disadvantaged backgrounds, first–generation college students, or students from racial and ethnic groups underrepresented at Emerson. Preference will be given to African American students but is not limited to this group. The scholarship is renewable provided the recipient maintains full-time enrollment and good academic standing.

Amy Beth Gallagher '88 Scholarship. Established in Amy's memory by family and friends. Awarded annually to a student(s) from Clinton, Essex, Franklin, or St. Lawrence counties of northern New York. Student(s) must demonstrate academic achievement and financial need. Preference should be given to student(s) interested in a career in mass communication. If no one in the above counties is eligible, the scholarship can be awarded to student(s) from as far south as Albany, New York.

Elinore A. Greene Scholarship. Established in 2009 by a bequest from Elinore A. Ziff Greene '49, the scholarship is awarded annually for deserving students in good standing. Preference will be given to nontraditional students returning to their studies in Performing Arts.

Olive Palmer Hansen Scholarship. Established in 1956 by a bequest from Olive Palmer Hansen, the scholarship is awarded on the basis of academic standing and need.

William Randolph Hearst Scholarship. Established in 1987. Awarded to AHANA students (African, Hispanic, Asian, and Native American) on the basis of financial need.

Laura C. Hodgkinson Scholarship. Established by bequest from Ms. Hodgkinson and awarded on the basis of financial need.

Sophie Horowitz Scholarship. The scholarship was established by friends and family of Sophie Horowitz, the mother of Evelyn Horowitz Malinowitz '67, and is awarded to a woman over 40 who is studying for her first college degree.

V.C. Jessman Scholarship. Established by bequest in 1968. Awarded on the basis of high academic performance and financial need.

Elizabeth Keppie Scholarship. Established by Elizabeth Keppie, 1908. Awarded to a student with high academic performance and financial need.

Helen Hughes Lane Scholarship. Established in 2001 by bequest of Helen Hughes Lane '39. The award is granted to an undergraduate or graduate student in Journalism.

Agnes Lindsay Trust Scholarship. Awarded to needy students from rural communities (fewer than 5,000 residents) in New England. Funded since 1994 by the Agnes Lindsay Trust.

Arch MacDonald Scholarship. Established by TV stations WNEV, WCVB, WBZ, and WLVI in honor of Arch MacDonald, Boston's first TV news anchor. Awarded to a Broadcast Journalism student who demonstrates academic achievement, financial need, and potential success as a professional.

Beatrice Talmas Mantel Scholarship. Established in 1990 by a gift from the estate of Beatrice Talmas Mantel '19. The award is based on financial need and high academic achievement.

Lou Marcel Scholarship. Established in his memory in 1986 by friends, family, and WCCM-FM. Awarded to a sophomore, junior, or senior from the greater Lawrence, Massachusetts, area concentrating in Radio/TV Journalism and demonstrating financial need.

Rosemary H. McCorkle Scholarship. Established in 1996 in her memory. Award preferably given, but not limited to, an African American studying Communication Disorders and entering his or her junior year, who demonstrates financial need and academic progress.

Phyllis Adams McCullough Scholarship. Established by a gift from Phyllis Adams McCullough '35. Awarded to a student studying Performing Arts who demonstrates financial need.

Joy McKinley Scholarship. Established in 1983. Awarded to a Communication Disorders student who demonstrates financial need.

Gertrude Morrison Scholarship. Established under the will of Gertrude Morrison '15, H'62. Awarded to a talented and worthy student.

Nicholas Allen Murphy '10 Directing Scholarship. Established by the Murphy family in Nick's honor, the scholarship is for an undergraduate student with financial need. First preference is for a student studying directing in the Department of Performing Arts and second preference is for someone studying directing in the Department of Visual and Media Arts.

Zarie A. Noorjanian Scholarship. Established by Zarie Noorjanian '30. Awarded to a student in Visual and Media Arts or Journalism on the basis of financial need and high academic standing.

Sadie A. O'Connell Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of Sadie A. O'Connell '21. Awarded to a student in Writing, Literature and Publishing on the basis of financial need and high academic standing.

Julian Olansky Scholarship. The scholarship, established in 2007 by MetroRadio System, will be awarded to a student with financial need who has a strong interest in photo or video journalism.

Polcari-Mady Scholarship. Established by Trustee Lucie Salhany in honor of her parents, the scholarship is for a full-time female undergraduate student at who is majoring in broadcast communication. The award is based on financial need and a cumulative GPA of 2.5 or higher. The scholarship may be renewed through senior year as long as the recipient's major is unchanged, her status remains full-time, financial need continues, and the cumulative GPA remains at a minimum of 2.5. (Originally known as the Hal and Tille Mady Scholarship.)

Leo and Regina Posnansky Scholarship. Established by former Emerson employee Dan Posnansky in honor of his parents. Award based on financial need and academic achievement.

Dominic J. Puopolo Entrepreneurial Scholarship Fund. Established by friends in 1999. Awarded to an undergraduate who has demonstrated unique qualities of individual and professional initiative that best predict future success.

Mabel Arnett Putnam Scholarship. Established by bequest in 1976. The award is based on financial need and academic achievement.

RKO General, Inc. Minority Scholarship. Awarded to students of color from the Commonwealth of Massachusetts who are concentrating in one or more areas of communication to the public (radio/television, film, or print/broadcast journalism) who demonstrate high academic achievement and financial need.

Ellen Reich Memorial Scholarship. Established in 1981 by family and friends of Ellen Reich '75, the award is granted on the basis of financial need and academic standing.

Bertha Reynolds Scholarship. Funded by Mr. and Mrs. Joseph C. Reynolds. The award is based on academic achievement and financial need.

Riendeau Memorial Scholarship. Established in memory of Leonard Riendeau '64 by family and friends. The award is for a junior or senior in Theatre Education who maintains a minimum grade point average of 3.2 and demonstrates financial need.

Charles Rosen & David Panzer Scholarship. Established by Charles Rosen '68, the scholarship is for students with a minor in business or who participate in the Emerson Experience in Entrepreneurship. Preference is given to students from economically disadvantaged backgrounds who advocate for LGBT (Lesbian, Gay, Bisexual, and Transgender) causes.

Harry S. Ross Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of former Emerson College President Harry Seymour Ross. Awarded to a student in the Department of Communications based on high academic standing and financial need.

Saga/Marriott Scholarship. Established in 1987. Awarded on the basis of academic achievement and financial need.

Rt. Hon Viscount Sands Scholarship. Established in 2008 by alumnus Rob Sands '68, the scholarship is awarded to a needy undergraduate student, with first preference to students who have advocated for or demonstrated an affinity for LGBT (Lesbian, Gay, Bisexual, and Transgender) causes.

Isabel Sanford Award. Established by a gift from Isabel Sanford H'85. Awarded to an African American student entering his or her senior year and studying performance or writing for the theater, television, or film.

Saval Scholarship. Established by Maurice Saval H'76. Awarded to sophomores, juniors, and seniors who demonstrate outstanding potential in their academic performance as well as special

accomplishments in terms of community service, talent, and/or leadership in the communication field. Financial need is also considered.

Barry Savenor '88 Scholarship in Visual and Media Arts. The scholarship, established by the Savenor family in Barry's memory, will be awarded to a full-time undergraduate student with financial need who is a VMA major and has demonstrated an interest in photography.

Rena Shapiro Scholarship. Established by friends and family in 1988. Awarded to a Theatre Education student who demonstrates financial need and who intends to pursue a career in teaching children.

Tom Shovan Scholarship Fund. Established in 1994 by friends, family, and associates in memory of Tom Shovan. Awarded to undergraduate students majoring in Media Arts (with a preference for Broadcasting) who show tremendous promise and financial need.

Toba Berman Smokler Scholarship. Established by a gift from Toba B. Smokler '38. Awarded annually to a student from the Midwest who demonstrates academic excellence and financial need.

Torie (Victoria) Snelgrove Memorial Scholarship. Established in memory of Torie Snelgrove '06 by her family and friends. Awarded annually to a full-time undergraduate student in Broadcast Journalism.

Joseph Spencer Scholarship. Established by the classmates and friends of Joseph Spencer '76. Awarded to a junior or senior concentrating in Visual and Media Arts or Journalism.

Susan Namm Spencer '61 and Leslie Ellen Coplin '87 Scholarship. Undergraduates from New York state who are in good academic standing, have financial need, and are studying Mass Communication or Performing Arts are eligible for consideration for an annual scholarship not to exceed $3,000.

Sperry Music Scholarship. Established by bequest from Winifred Sperry, the scholarship is awarded to a Longy School of Music student who is studying the pipe organ and is jointly enrolled at Emerson College.

Surdna Foundation Scholarships. Established in 1987. Awarded to a student from New York State on the basis of financial need and academic achievement.

Rita and James Troy Scholarship. Established in their memory in 2010, the Rita and James Troy Scholarship is for an Emerson undergraduate with demonstrated financial need.

David P. Twomey III Washington Award. Established in 2009 by family and friends in David's memory, the award is for a student studying in Washington, D.C., who embodies the passion for politics and promise of public diplomacy epitomized by David G'06.

Maxine Cummings Walker Scholarships. Established in 1999. Awarded annually to students who demonstrate high academic achievement and an outstanding interest in attending Emerson College.

Judee Truncer Wales Watson Actor Scholarship. Established in 2011, the scholarship is for seniors with financial need who have demonstrated outstanding acting talent and want to become professional actors. The scholarship will be awarded by semester and may be awarded to the same student for one or two semesters.

WCRB Scholarship. Established in 1986 in honor of WCRB founder Theodore Jones. Awarded to a student of academic merit and financial need entering the field of radio broadcasting. Priority is given to minority students (including women).

Janet S. Yorston Scholarship. Established by Janet Smith Yorston '37, H'58. Awarded to worthy students demonstrating financial need.

John C. Zacharis Forensics Award. Established by a gift from the family of Dr. John C. Zacharis '58, G'59, the 10th president of Emerson College. Awarded to a full-time incoming freshman who demonstrates promise in the area of forensics and, based on satisfactory academic performance, is renewed in the sophomore year.

John C. Zacharis Scholarship. Established by gifts from alumni, faculty, students, colleagues, and family of Dr. John C. Zacharis '58, G'59, the 10th president of Emerson College. Awarded to a full-time undergraduate or transfer student who has made a great impact on the Emerson College community.

Financial Policies

Tuition and Fees 2012–2013

	Term I (Fall)	Term II (Spring)	Total
Tuition	$16,784	$16,784	$33,568
Room and Board (standard double rate)	$6,979	$6,979	$13,958
UG Student Services Fee (students enrolled beginning in Fall 2011)	$315	$315	$630
UG Student Services Fee (students enrolled prior to Fall 2011)	$290	$290	$580
International Student Pre-Orientation (one-time)	$125	–	$125
Health Insurance (may be waived under certain conditions)	$1,261	–	$1,261

Tuition on a per-credit (part-time or overload) basis is $1,049 per credit hour.

All fees are subject to change.

It is the policy of Emerson College to provide educational programs, room and board, and social opportunities for students at a cost reflecting economic efficiency that is compatible with high quality. Every effort will be made to make charges clear and well known. Students are responsible for knowing and understanding charges and fees and for meeting financial obligations by the published deadline. Additional information pertaining to student accounts including tuition and explanation of fees can be accessed on our website at *emerson.edu/billing*.

Financial obligations of enrolled students are indicated in the following section of this catalogue. Failure to meet payment deadlines through direct payment to the College's Office of Student Accounts or by written evidence of financial assistance will result in a finance charge of 1.5% per month. Nonpayment will result in cancellation of enrollment, denial of registration for classes, denial of occupancy of residence hall space, and denial of use of the College dining hall, library, and all other facilities.

Students will be charged in full for willful or careless damage, breakage, or loss of College property, including library materials. Notice of such charges, with substantiating evidence, will be issued by the College.

Billing and Payment

Tuition, fees, and all other charges are to be paid in full prior to August 1 for the Fall 2012 semester, January 3 for the Spring 2013 semester, and at the time of enrollment for all summer and winter terms in order for students to be officially registered. Tuition statements will be mailed once per semester to the permanent address the College has on record. In addition to eletronic checking and savings payments, the College accepts MasterCard and American Express cards. As of July 1, 2012, a 2.75% convenience fee will be charged for any payments made via credit card for tuition and fees.

The College Trustees reserve the right to change tuition rates or fees at their discretion, whenever it is determined advisable.

Deferred Payment Plans

Student accounts are payable to the College prior to the beginning of each semester, as billed. Students wishing to pay their accounts in monthly installments may do so by participating in the Sallie Mae Payment Plan. All deferred payment plan arrangements must be made directly between the student and Sallie Mae. Arrangements must be completed prior to the payment deadline. Visit *tuitionpay.com/emerson* for more information or to enroll.

Tuition and Fees

For full-time students, those registered between 12 and 16 credits a term, one-half of the academic year's tuition is charged for the fall term and one-half for the spring term. Part-time students and those enrolled for more than 16 credits will be billed on a per-credit basis. All payments for tuition and fees made with a credit card online will be assessed a 2.75% convenience fee.

Credit Balances on Student Accounts

Credit balance refunds are available to students who have overpaid their accounts. To request a credit balance refund, log onto *eCommon.emerson.edu*. Credit balance refunds are granted to enrolled students only when a credit balance exists. Please note that no refunds may be issued based on an anticipated credit balance (e.g., financial aid not yet disbursed). A credit balance must exist prior to the refund request. Credit balance refunds will be processed by the Office of Student Accounts within two Fridays from the date on which the request is received.

Refund Policy

Tuition refunds to students who have officially withdrawn are made when the withdrawal is filed as follows:

- During the first two weeks of classes: 80% refund of tuition
- During the third week: 60% refund of tuition
- During the fourth week: 40% refund of tuition
- During the fifth week: 20% refund of tuition
- After the fifth week: No refund is made

Prorated room and board credit adjustments are made to students who file a written withdrawal or leave of absence prior to the end of the fifth week of a given term. See Student Handbook and Planner for additional details on room and board refund policy. Refunds will be processed within 30 days. Fees are nonrefundable after the first day of classes.

No tuition refund is made when withdrawal of a student is required by College authorities, or when a student withdraws from a course with a WP or WF grade.

Withdrawal and Leave of Absences for Students Receiving Title IV Federal Assistance

All students are eligible to receive full credit of their tuition and fees, excluding nonrefundable deposits, if they withdraw before the first day of classes. Students receiving federal financial aid funds who withdraw on or after the first day of classes will have their aid adjusted using the percentage determined by the Federal Return of Title IV Funds calculation. Adjustments will be made based on the number of days a student attends, up to the 60 percent point of the semester. Tuition charges on the student's account will be adjusted by the same percentage used to adjust aid. On-campus room and board charges will be adjusted based on the College's published institutional policies. Other institutional fees charged to the student's account are nonrefundable.

Room and Board

One-half of the academic year's room and board charge is billed for the fall term and one-half is billed for the spring term. Selection of a meal plan is mandatory for all students living in Emerson residence halls. There are several meal plans from which to choose. Information on them is available from the Office of Housing and Residence Life. Off-campus students can obtain a Commuter Meal Plan form from the Student Service Center or through *emerson.edu/billing*.

All continuing students who are not covered by the Residency Requirement and request College housing must pay a room deposit, which is applied to the bill.

Fees and Other Costs

Application Fee

Sixty-five dollars must accompany an application for admission. This fee is nonefundable.

Admission Deposit

Five hundred dollars is payable at the time of the student's confirmation of admission to the College. This deposit is nonrefundable.

Student Services Fee

The Student Services Fee is a consolidation of campus-required fees that support several College services. This comprehensive fee is paid by all students at the College. The following components make up the comprehensive fee for students who entered after Fall 2010.

- Student Services: Registration, Orientation, Commencement (22.22% of the total fee)
- Health Services (50.80% of the total fee)
- Student Government Association Fund (26.98% of the total fee)

The following components make up the comprehensive fee for students who entered prior to Fall 2010:

- Student Services: Registration, Orientation, Commencement (15.52% of the total fee)
- Health Services (55.17% of the total fee)
- Student Government Association Fund (29.31% of the total fee)

The components covered under the comprehensive fee provide the following services:

Student Services
The Student Services Fee supports all departments that provide student-oriented services and activities on campus, such as the Registrar's Office, Student Life, and the Commencement Office.

Student Government Association Fee
A Student Government Association Fee is charged to support student club- and organization-related programming and activities.

Health Services Fee
The Health Services Fee enables students to access the College's Counseling Center and the Center for Health and Wellness during the fall and spring terms.

Center for Health and Wellness and Health Insurance

Health Forms: All students enrolled for 9 or more credits are required to submit a health form—this includes medical history, a tuberculosis-screening questionnaire, and an immunization verification form. In addition, Massachusetts state law mandates that all college students must have certain immunizations valid and current as a condition of enrollment. Students must provide evidence of vaccination/immunity or submit documentation that they meet the standards for medical or religious exemption within 30 days of the first day of classes. Failure to do so will jeopardize a student's enrollment and on-campus residency. The health form documents are mailed to confirmed students by the Office of Undergraduate Admission. Forms are due by September 30 for students entering in the fall semester and February 15 for students entering in the spring semester.

Health Insurance: The state law requires undergraduate students enrolled at least 75 percent of full time (9 or more credits) to be covered by a qualified health insurance program. The College automatically provides a health insurance policy for all matriculating students. In addition to this automatic health insurance policy, the College offers two special insurance options—a special policy for students graduating in December, and a summer-only policy for students who need specific coverage for summer months. Students enrolled less than 75 percent of full time will not be automatically enrolled but may request enrollment. Please contact the Office of Student Accounts for elective enrollment or for more information on the special insurance policies.

The automatically assessed student health insurance premium may be waived by providing proof of enrollment in comparable coverage by another qualified health insurance program. Coverage under a health benefit plan is comparable if:

1. The health benefit plan provides to the student throughout the school year reasonably comprehensive coverage of health services, including preventive and primary care, emergency services, surgical services, hospitalization benefits, ambulatory patient services (laboratory testing), and mental health services.

2. The services covered under the health benefit plan are reasonably accessible to the student in the area where the student attends school.

This waiver must be completed online annually at *eCommon.emerson.edu* by the end of the second week of classes each year for the student to be exempt from the Emerson College insurance program. The insurance waiver process is separate from the health forms mentioned above.

The student health insurance policy is designed to offer protection against unexpected and potentially heavy expenses for accidents or illnesses. A copy of the Health Service Program and Health Insurance Plan is mailed annually to all students from the Office of Student Accounts. Please refer to this document for specific coverage benefits.

During the academic year, **students enrolled in the student insurance program are required to first seek an evaluation at the Center for Health and Wellness prior to receiving non-emergency medical care**. Referral authorization for specialty care is required for medical conditions. Students seeking mental health services off campus are not required to obtain referral authorization. However, a clinician in these Centers can facilitate referrals to healthcare providers outside the College.

Insurance Regulations for Students Who Experience Loss of Coverage Midyear

Massachusetts state law requires all students participating in at least 75 percent of full time (9 or more credits) to be continuously enrolled in a qualifying health insurance plan. Students who waive the College–sponsored insurance program at the beginning of the year and subsequently lose their alternative coverage are obligated to seek immediate enrollment in either the College-sponsored plan or a qualifying alternate insurance plan. In either case, students are responsible for notifying the Office of Student Accounts to make arrangements for enrolling in the College–sponsored insurance plan or to update the CHW with the pertinent information regarding their new qualifying alternate plan. A pro-rated premium is available for the College–sponsored insurance plan when coverage begins after the start of the applicable policy year.

International Students

Massachusetts regulation does not consider coverage by insurance carriers outside of the United States and coverage by foreign national health services programs as comparable under a qualifying student health insurance program. To be eligible to waive the insurance, the policy must meet the above definition of "comparable," be underwritten by a U.S.–based insurance carrier, and be accessible to the student the entire academic year while he or she is at Emerson in Boston or one of its external programs. The benefit coverage must be comparable to that required by the Commonwealth of Massachusetts. Exceptions to the regulations are:

1. Students whose health coverage is sponsored through their country's embassy.

2. Students whose health coverage is mandated and provided through a scholarship or special program.

These exceptions allowing a waiver assume that the student's insurance coverage is comparable to that required by the state regulations. This regulation will require that the vast majority of international students be enrolled in the Emerson College–sponsored insurance.

Medical Tuition Insurance Plan

Elective insurance is available from the Dewar Tuition Refund Plan to enhance the existing refund policy of the College. This insurance provides coverage for medical withdrawals not covered by the College policy due to date of the withdrawal or the nature of the charges. (The College policy does not provide for refund of fees or 100 percent refund of room and board charges.) This plan would provide 100 percent protection in the case of a medical withdrawal. (Psychological withdrawals pay up to 60 percent of the outstanding cost.) Applications must be submitted prior to the first day of classes. The premium is 1% of the total charges for the academic year. More information is available at *tuitionrefundplan.com*.

Other Charges

Miscellaneous fees, such as those on the following list, will be billed as appropriate. Changes to this list are at the College's discretion.

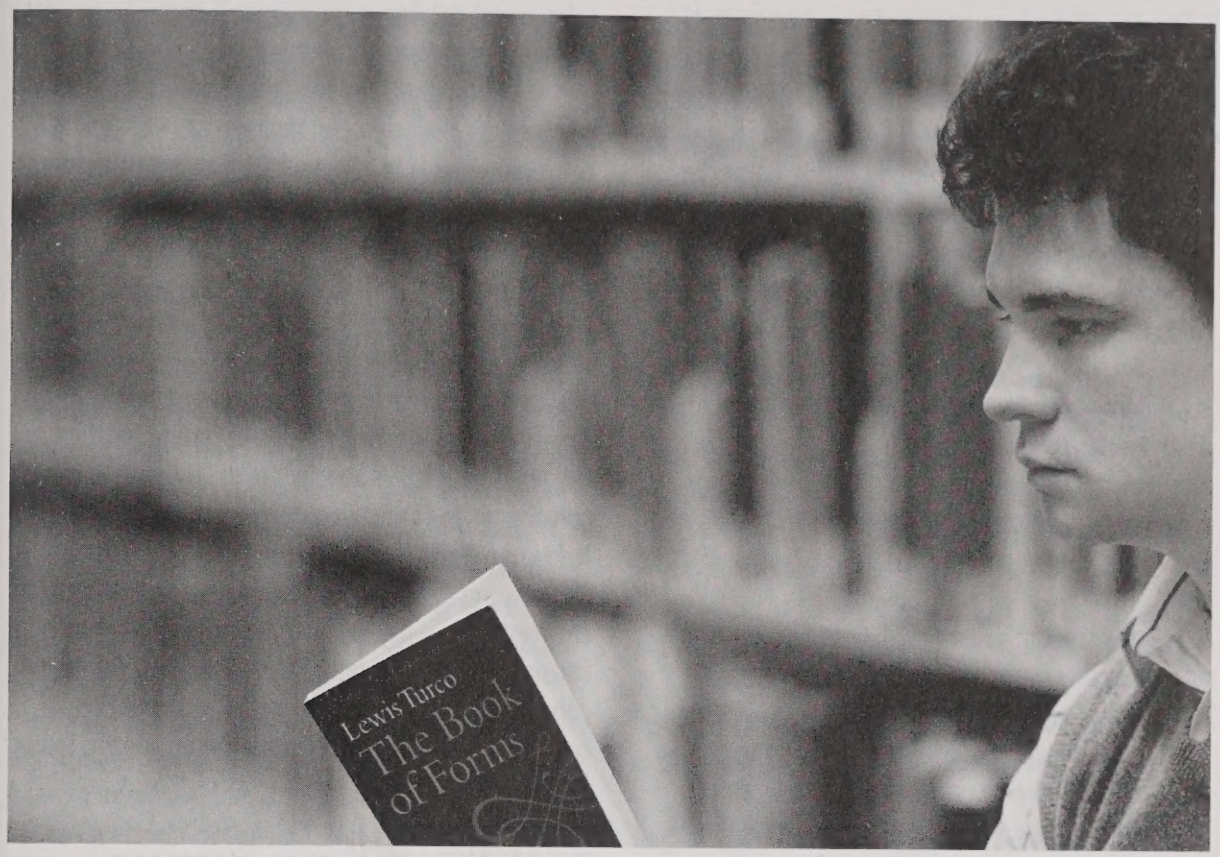
Late Registration	$50
Audit Fee (per credit)	$25

Collections Policy

Outstanding balances not covered by financial aid or an approved deferred payment plan will result in the monthly assessment of a finance charge on the unpaid balance. Students with unpaid balances at the end of the second week of classes face possible financial withdrawal and referral to an outside collection agency. Students referred to an outside collection agency will be responsible for all collection costs and interest charges.

Note: All delinquent accounts are subject to credit bureau reporting.

Academic Regulations



Emerson College is the only institution of higher education in the United States to concentrate solely on offering undergraduate and graduate degree programs for students interested in pursuing careers in communication and the arts. Unlike most institutions of higher education, Emerson does not simply treat communication as one among many departments. Instead, all of the College's major programs focus on some aspect of communication.

The object of the General Education Curriculum and each major program is to create an environment sufficient to challenge and support students as they develop the ability to speak and write effectively, to think analytically, to understand the present as it relates to the past, to reflect on fundamental beliefs, and to master the necessary skills to achieve career objectives.

These programs lead to one of the following undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

Baccalaureate Degree Requirements

Baccalaureate degree requirements are established by the faculty through the Academic Policy Committee and the Faculty Assembly. Upon completion of the requirements, students are recommended for graduation by the faculty to the Board of Trustees. Degrees are awarded on August 30, December 30, and at commencement in May.

The curriculum is flexible within certain requirements and guidelines. Students are advised to keep in close contact with their faculty advisor and their School's Dean regarding official program requirements. It should be noted that not all courses are offered each semester.

1. Baccalaureate degree candidates must satisfactorily complete the General Education Curriculum, specific requirements for a major, and a minimum of 128 semester credit hours with a minimum cumulative grade point average of 2.0.

2. Transfer students must complete a minimum of five full courses in their major at Emerson College, regardless of the number of credits transferred into the students' major. A "full course" is defined as a 4-credit course or two 2-credit courses. Transfer courses must bear a minimum of 2.67 credits or more to fulfill a course requirement. Only the number of credits transferred will count toward the 128 credits needed for graduation.

3. Students must satisfactorily complete a minimum of 48 credits at Emerson College.

4. Students must complete their final 16 credits at Emerson College.

5. It is the student's responsibility to ensure that all degree requirements are met as specified in this catalogue. Failure to be aware of a provision does not excuse a student from adhering to policy. While each student has an academic advisor, that person only provides advice; it is up to the student to make decisions with respect to his or her program using that advice, this catalogue, the degree audit, and advising materials distributed by the Academic Advising Center. All academic and financial requirements must be met before a degree candidate may participate in the College's annual commencement exercises held each May.

6. Prior to their final semester, students are required to complete an application to graduate and a senior credit evaluation. Upon completion of all requirements for graduation, as outlined in Item 1 above, students will be graduated by the College. Students who wish to extend their program of study beyond their degree requirements must file a petition with the Office of Academic Affairs. An approved petition must be presented to the Registrar's Office prior to registration. Financial aid recipients are strongly encouraged to consult with their financial aid advisor prior to registration.

Students must fulfill the degree requirements in effect at the time they matriculate (enroll for their first course), or any complete set of requirements adopted by the institution and published in a subsequent catalogue (picking and choosing among elements of various catalogues is not permitted). However, students who take more than seven years to complete their degree requirements must fulfill the requirements in effect at the time they graduate rather than the requirements in effect when they matriculated.

Fields of Study

Majors. A major allows the student to gain in-depth knowledge of one of the fields of communication or the arts. The schools specify the major courses, which constitute the student's college work. A major that leads to a Bachelor of Arts or Bachelor of Science degree may consist of 36 to 52 credit hours. A major that results in a Bachelor of Fine Arts degree may consist of 56 to 72 credit hours. Students should consult the appropriate program section of this catalogue for complete information on specific major requirements.

Double Major. Students may elect to have a double major by fulfilling all the requirements for a major in two different departments. Students who have a major in the Department of Visual and Media Arts may not double major. Students may not use the same course to fulfill a requirement in both majors. Students who successfully complete two majors only earn one degree.

Minor Programs. Minors give students the opportunity to explore an area outside their major fields of study. Students may not use the same course to fulfill a requirement in both the major and the minor. A minor consists of 16–20 credits of related coursework, which have been approved by the department in which the minor is offered. Students may count either 4 or 8 credits from the General Education Curriculum toward the minor, depending on departmental guidelines.

Internship Credits. The College encourages qualified students to participate in internships to gain practical experience and develop professional contacts. Four- or 8-credit internships are available to juniors and seniors (students with at least 64

credits) who have a minimum 2.7 GPA. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship, with the exception of student teaching, and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. **Students must participate in the mandatory Internship Workshop, offered through Career Services (see Student Life section), the semester before the internship.** Transfer internship credits are not accepted unless a student meets the junior/senior standing and GPA requirements above and has **pre-approval** from the Registrar's Office and his or her academic department chair. See the appropriate departmental requirements for further specifications, including course prerequisites and the Academic Calendar, for registration deadlines. Students seeking a credit-bearing internship in Los Angeles must be enrolled in the Emerson College Los Angeles Program and are not required to attend the Internship Workshop offered through Career Services, but must attend the L.A. Program Orientation.

Academic Policies

Declaring a Major. Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission are encouraged to declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or specialization must complete a Change of Major Form available at the Academic Advising Center. All major or specialization changes require permission of the department chair of the desired major.

- Any student wishing to transfer into the Visual and Media Arts Department or change his or her specialization within VMA must submit an application by the designated deadline. For further information regarding deadlines, the application process, and GPA requirements, contact the Academic Advising Center at *advising@emerson.edu* or 617-824-7876.
- The Department of Performing Arts prohibits the internal transfer of students into the performance-based programs: Acting, Musical Theatre, and Theatre Studies.

Academic Advisors. All students are assigned an academic advisor who holds conferences with students during registration periods and meets on an informal basis whenever students seek advice about the curriculum, course selection, or other academic concerns. Students who want to change their faculty advisor for any reason must file a request at the Academic Advising Center. Students may not register for courses until they have been counseled by their advisor, although they bear the ultimate responsibility for selecting their courses.

Registration for Enrolled Students. Matriculated students have priority for course selection according to the number of cumulative credits earned at the time of registration. The Student Financial Services Office must financially clear students in order to register. Registration dates are listed in the Academic Calendar. Registration information is emailed to all currently enrolled students. Course schedule information can be found on eCommon. Students are responsible for following the registration instructions, which are posted online at *eCommon.emerson.edu*. Students who do not register by the deadlines listed on the Academic Calendar and in the registration information are assessed a $50 late registration fee. Students who fail to make financial arrangements for payment with the Student Financial Services Office prior to the set payment deadline may have their registration canceled.

Prerequisites. A prerequisite course may be required prior to taking an advanced course. Waiver of a prerequisite course is not routine and may be obtained only from the department chair. Credit will

not be given for a prerequisite course that is taken after the advanced course has been completed satisfactorily.

Course Number Guide

Freshman-level courses	100/200 numbers
Sophomore-level courses	100/200 numbers
Junior-level courses	300/400 numbers
Senior-level courses, not open to freshmen	300/400 numbers
Combined senior and graduate students	500 numbers
Graduate-level courses, open to graduate students only	600 numbers

Auditing a Course. Students who wish to attend a class without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit acting, dance, and production courses and voice lessons. Students must gain permission to audit a course from the course instructor and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit. Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the second week of classes. Consult the Financial Policies section of this catalogue regarding the cost of auditing a course. Students must be registered for at least one course in the semester in which they wish to also audit a class.

Course Load. Undergraduates carrying 12–16 credits are classified as full-time during the fall and spring semesters. During the summer sessions, a full-time load is 8 credits. To graduate in eight semesters, a student must average 16 credits per term. Students who are registered for 12 through 16 credits during the fall and spring semesters must pay full tuition; undergraduates who are registered for fewer than 12 credits during the fall and spring semesters are considered part-time students and are billed at a per-credit rate. Because a student's enrollment status affects financial aid awards, the student should consult the Financial Assistance Office to determine how a change in enrollment status would affect eligibility for financial aid.

Credit Overload. Students desiring to take more than 16 tuition credits during a semester must have a cumulative average of 2.7 or higher to be academically cleared to overload. Students may not take more than 4 overload credits. First-semester students may not overload, with the exception of voice, dance, and non-tuition courses. Overload courses are billed on a per-credit basis and require financial clearance from the Office of Student Accounts prior to registration.

Directed Studies and Directed Projects. In a directed study or project, students work closely with a faculty supervisor in designing and carrying out a project for credit. Directed studies or projects may not duplicate existing courses. Directed study or directed project proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. Directed studies are open only to juniors and seniors with a minimum 3.0 GPA. A student may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. See the appropriate departmental requirements for further specifications and the Academic Calendar for submission and registration deadlines.

Practica. Practica provide students with the opportunity to gain theoretical and practical experience in a specialized area. Practica are designed by the faculty and vary on an annual basis. For further information about a practicum, students should consult their advisor.

Non-Tuition Credits. The College offers a number of 1-credit, pass/fail non-tuition options for matriculated undergraduate students. The non-tuition options may be repeated for credit but only 4 non-tuition credits may be applied toward the 128-credit minimum required for graduation. Non-tuition credits may not fulfill any major, minor, or general education requirement.

Courses at Other Institutions. During a degree program at Emerson College, students may take courses at nonaffiliated institutions up to a maximum of 64 transfer credits. These courses must be taken at a regionally accredited college or university. Coursework taken at a foreign institution will require special clearance.

Approval of coursework for transfer, particularly within the major, is not automatic. Students must submit courses for pre-approval electronically through eCommon, and have them approved by the Registrar before registering at another institution. Students must achieve a minimum grade of C in each course requested for transfer. Once a student has earned 64 credits, all additional transfer work must be done at a four-year, baccalaureate-degree granting institution. It is the student's responsibility to have an official transcript of courses taken mailed directly from the other institution to the Emerson College Registrar's Office. **Quarter hours and trimester hours will be reduced to semester hour credits.** Courses taken at other institutions that are three (3) semester hours can meet a general education or major requirement at Emerson College. However, the course will not be awarded the 4-credit equivalent. Transfer internship credits are not accepted unless a student meets the junior/senior standing and GPA requirements above and has **pre-approval** from the Registrar's Office and his or her academic department chair. (Also see Undergraduate Degree Time Limit.)

Dropping and Adding Courses. All drop/add activity takes place online during the first week of classes by logging onto eCommon. After the first week of the semester, students may only drop courses online at eCommon. Adding courses requires written permission from the instructor and must be processed in person at the Enrollment Services Center. After the first two weeks of classes, no course can be added except by an approved petition, and no course can be added that increases a student's billing charges except through a petition that requires the approval of the Student Financial Services Office and, if applicable, the Financial Assistance Office. Such approved registrations are assessed a $50 late registration fee. Dropping a course after the 10th day of classes, resulting in refund issues, is not permitted except through a petition approved through the Dean of Students Office.

Withdrawing from a Course. Students may withdraw from a course after the 10th day of classes and before the last two weeks of classes (or before the last five days of a summer session course). Students who wish to withdraw from a course must obtain a Course Withdrawal Form at the Enrollment Services Center. The course instructor must sign the form and check one of two grades: WP (Withdrawn Pass) or WF (Withdrawn Fail), neither of which affect the student's GPA. It is the student's responsibility to return the signed form to the Enrollment Services Center before the start of the last two weeks of classes. No refund is given to students who withdraw from a course.

Repeating a Course. A student who fails a course may repeat the course in an attempt to receive a passing grade. Both courses, and the grades received, are part of the student's permanent record and affect the student's cumulative grade point average.

Standards of Classroom Behavior. The primary responsibility for managing the classroom rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class or dismissal on disciplinary grounds must be preceded by a disciplinary hearing.

Attendance. Students are expected to attend classes regularly and promptly and are responsible for all coursework done while they are absent. Individual instructors determine the number of times a student may be absent or tardy before a grade is lowered. In classes in which attendance is required, students are responsible for notifying the instructor in advance of unavoidable absences. Students must adhere to individual instructors' attendance policies. Attending an out-of-class activity or event for another course may not be used as an excuse to disregard a given class's attendance policy. A faculty member may not require a student to attend specified out-of-class activities that conflict with the student's schedule for another class.

The College's Center for Health and Wellness (CHW) does not provide students with notes excusing them from missing class or academic obligations. When indicated as a part of clinical management, the CHW may recommend alteration of academic requirements, deferment of responsibilities, non-participation in certain activities, and other appropriate measures for health reasons. With the written authorization of the student, the Center may verify the nature and extent of the illness.

Prolonged Absence. When a student anticipates or experiences a prolonged absence due to accident or illness, the student should immediately notify the Dean of Students and each of his or her instructors. Under these circumstances, the student is advised to work with each professor to either obtain a course withdrawal, or if she or he is in good standing within a given course seek a time limited Incomplete, or, depending on the situation, arrange a leave of absence for the semester in question.

Absence for Religious Observance. Massachusetts state law (M.G.L. 151C, § 2B) provides that "any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement. The student will receive an opportunity to make up the examination, study, or work requirement which may have been missed because of such absence on any particular day provided, however, that such makeup examination or work does not create an unreasonable burden upon the College. No fees of any kind shall be charged by the institution for making available this opportunity to the student. No adverse or prejudicial effects shall result to any student who takes advantage of these provisions."

Emerson College instructors will attempt to accommodate students' requests for religious accommodations, but will only grant reasonable requests that do not unduly interrupt or interfere with the College's policies, or with a course's requirements or curriculum. Students' absences for religious observance are counted toward the total number of absences that a professor permits under his or her uniform attendance policy.

Absence Because of Jury Duty. Any U.S. citizen 18 years or older who resides in Massachusetts for 50 percent or more of the calendar year is eligible to be called for jury duty. However, keep in mind that the laws have been modified both to shorten the length of jury duty and to allow people to schedule their duty at a convenient time. For more information, students may visit *mass.gov/courts/jury*. Faculty will provide a reasonable substitute or compensatory opportunities for any required work missed so long as it doesn't create an unreasonable burden upon the College.

Withdrawal/Leave of Absence from the College. All students considering withdrawing or taking a leave of absence from Emerson must report to the Dean of Students Office to complete the appropriate paperwork. A student who subsequently chooses to return to the College returns at the same academic standing at which she or he left. Students who have either withdrawn or taken a leave of absence are not eligible to participate in varsity or intramural athletics, student clubs and organizations, or any other College-sponsored activity or program. Resident students who withdraw or take a leave are required to vacate College

housing immediately. A leave of absence is good for a period of two years from the date of the leave. During this two-year period, students are eligible for readmission to the College through the Academic Advising Center. Students planning to return to the College must contact the Academic Advising Center by the established deadline for the semester under consideration and return a Request for Readmission Form. Students who wish to return to the College more than two years after their last semester of enrollment must submit a new application to the Office of Undergraduate Admission and be subject to current admission standards. Please note that students are considered to be on leave from the College based on the date of their last enrollment whether or not they complete the appropriate paperwork.

Class Standing. The Registrar determines each student's class standing. Freshmen have completed fewer than 32 credits, sophomores from 32 to 63 credits, juniors from 64 to 95 credits, and seniors 96 or more credits. Credits completed do not include outstanding incomplete grades.

Credit Evaluation for Graduation. Every student must file a Graduation Application at the Enrollment Services Center. Students are required to schedule a senior credit evaluation before their last semester of attendance to ensure that they will be academically cleared for graduation. Senior credit evaluations will be done at the Enrollment Services Center. It is the sole responsibility of the student to ensure that all degree requirements as specified in this catalogue are met. Failure to be aware of a provision does not excuse a student from adhering to it. All students will be billed a Commencement Fee at the time of billing for the start of their last year of attendance, and must pay this fee regardless of whether or not they participate in the commencement exercises.

Participation in May Commencement for Prospective September Graduates. Students planning to complete their degree requirements as of September may participate in the College's May commencement ceremony provided the following requirements are met: 1. The student must apply to graduate by the last day of the spring semester. 2. The student must register and pay for the final coursework by the last day of classes in the spring semester. 3. The student must request commencement tickets online by the last day of classes in the spring semester. Participation is allowed with the understanding that September graduates do not receive a diploma until degree completion. Please see the Academic Calendar for specific dates and deadlines.

Undergraduate Degree Time Limit. All requirements for a degree must be met within seven years of the student's date of matriculation at Emerson College. Because courses may become obsolete when they have been taken over a period of time that exceeds the normal four-year period, School Deans reserve the right to delete courses from a student's program of study when such courses are deemed to be obsolete for the current curriculum. Transfer credit for courses taken between 5 and 10 years prior to a student's matriculation at Emerson College is awarded on a case-by-case basis by approval of the Registrar and the appropriate School Dean. Transfer credit is not granted for courses taken more than 10 years before the student's matriculation at Emerson. An appeal to the Academic Petitions Committee for waiver of any of the foregoing policies may be made by filing a petition in the Office of Academic Affairs. (Also see Courses at Other Institutions.)

ECnet User ID and Password. Students are issued an Emerson College network (ECnet) account, which contains an email account (ECmail). All official College email is sent to ECmail addresses. Students using a non-ECmail address should use the ECmail forwarding feature to ensure that they receive all official College emails. If students elect to have their ECmail forwarded, Emerson College is not responsible for rules set by their preferred email service that may prevent delivery of official Emerson email communications.

Change of Address. Changes to a student's permanent address and telephone number, which are used for billing purposes, as well as local mailing address changes, should be made promptly online via eCommon.

Grading Policies

Grading System. The College uses a system of letter grades and quality points to evaluate student performance. Grade point averages are computed on a scale where A = 4.0 (93–100), A– = 3.7 (90–92), B+ = 3.3 (87–89), B = 3.0 (83–86), B– = 2.7 (80–82), C+ = 2.3 (77–79), C = 2.0 (73–76), C– = 1.7 (70–72), D = 1.0 (60–69), F = 0 (failing).

W A W (Withdrawn) is recorded for students who take a leave of absence or withdraw from the College before the last two weeks of the semester. This grade does not affect the grade point average.

NF A NF (No-Show) grade indicates that the student never attended the class and did not drop the course. This is not calculated as a failing grade.

WP A WP (Withdrawn Pass) grade means the student was passing the course at the time of withdrawal. This grade does not affect the grade point average.

WF A WF (Withdrawn Fail) grade means the student was failing the course at the time of withdrawal. Effective Fall 2003, this grade does not affect the grade point average.

I An I (Incomplete) grade should only be given when a student has satisfactorily completed most of the required work for the course, but due to medical reasons or other extenuating circumstances, is unable to complete the work by the end of the term. Incompletes should not be given in lieu of a letter grade to simply extend the time given to the student to complete the work in the absence of the required conditions. An I grade must be removed the next term in which the student is registered or it automatically becomes an F grade. For each Incomplete grade change, a Grade Change Form must be completed and signed by the faculty member and must be submitted to the Registrar.

P A P (Passing) grade indicates performance in a course for which specific grades are not given. A P is equivalent to a grade of C or better and may be used in designated pass/fail courses only.

PH A PH (High Pass) grade indicates exceptional performance in a Senior Creative Thesis.

S An S (Satisfactory) grade indicates satisfactory performance in a non-credit course.

U A U (Unsatisfactory) grade indicates unsatisfactory performance in a non-credit course.

AUD An AUD (Audit) grade designates registration for a course as an auditor.

NG A NG (No Grade) is used to designate a course in progress and when an instructor has not submitted a final grade to the Registrar.

YC A YC (Year Course) grade means that a grade will be given for a course at the completion of the succeeding term.

Grade Changes. Grade changes will not be accepted or entered on a student's permanent record after the end of the third week of the semester following the one in which the course was taken, except for Incompletes as discussed above. Any change must be proposed and justified by the course instructor and approved by the instructor's Dean. No changes will be made to the student's official academic record after the student has officially withdrawn or graduated from Emerson College. Once a course is graded, the credits for that course may not be changed.

Grade Reports. All students may access their final grades and complete grade history online by logging onto eCommon.

Midterm Evaluations. As part of the College advising program, midterm grade reports are made available online to undergraduate students whose grades fall below a C in any subject. Students who receive such warnings should meet with their instructor, consult their advisor and, if appropriate, seek help from the Lacerte Family Writing and Academic Resource Center.

Academic Transcripts. A certified official transcript of a student's academic record may be ordered online via the Registrar website. Transcripts are normally processed within three days. Transcripts will be released only for students who have no holds. Under no circumstances will telephone or email requests be honored. Please consult the Registrar website for additional information *(emerson.edu/academics/registrar)*.

Academic Grievances. Students who wish to make a complaint or grievance regarding any College academic policy should file a petition with the Academic Petitions Committee through the Office of Academic Affairs.

Grievances regarding a grade or other matters in a course should be discussed first with the course instructor. If the student remains dissatisfied, he or she should advance the grievance to the department chair. If the chair is unable to mediate a resolution, the student should advance the grievance to the Dean of the appropriate school. If the grievance is not resolved after mediation at this level, the student should file a petition with the Academic Petitions Committee in the Office of Academic Affairs.

Academic Standards

The College requires students to achieve a 2.0 cumulative average to earn a baccalaureate degree. This is a minimum requirement. Each school has the prerogative to require a higher cumulative average in any major field of study.

Satisfactory Academic Progress (Academic Probation and Suspension). The College has set the following standards for satisfactory academic progress:

1. Students are expected to maintain a cumulative and semester grade point average of 1.7 for freshmen and 2.0 for all other students. Students who fall below this standard are placed on academic probation.

2. Students must successfully complete 75 percent of attempted credits per semester. Grades or recorded symbols of F, WF, WP, and I are not considered as successfully completing a course.

Students who do not meet the College's standards for satisfactory academic progress for two consecutive semesters are subject to academic suspension for not less than one year. Students who have been academically suspended may appeal

their suspension through the Office of the Associate Vice President for Academic Affairs. After a year of suspension, the student may apply for readmittance to the College.

Students on academic probation are not eligible to compete in varsity athletics or run for Student Government Association office. They may be prohibited from participating in extra- and co-curricular activities (e.g., WERS, EIV, theater productions, and forensics) by the chair of the academic department in which they are majoring, and from serving in student affairs leadership positions (e.g., resident assistants and orientation leaders) by the Dean of Students.

Academic Dismissal. If, after a thorough review of a student's academic record, the Academic Probation and Suspension Board determines that a student's academic success at Emerson College is not feasible, that student will be dismissed. A second suspension results in automatic dismissal. An undergraduate who is dismissed may not be granted readmittance to Emerson College.

Academic Ethics. A student who fails to meet minimum academic ethical standards by cheating, plagiarism, theft, or vandalism related to library or laboratory materials or equipment, or similar acts, shall be subject to disciplinary proceedings that may result in suspension or dismissal. If there is any question about the appropriateness of an act, the student is urged to consult with a faculty advisor, instructor, or a School Dean.

Academic Distinction

Dean's Honor List. Students who complete all credits attempted and achieve a 3.7 or higher grade point average for the preceding semester will be placed on the Dean's Honor List. A grade below C– automatically disqualifies a student for the Dean's Honor List for that semester, regardless of the grade point average.

Honors Graduation. Honors graduation at Emerson College is based on a student's entire Emerson undergraduate academic record. For a student to graduate with Latin Honors, she or he must have completed a minimum of 64 credits at Emerson College, and at least 75 percent of her or his college-level work done in letter-graded courses (not pass/fail courses).

Students who meet all the above criteria and are in the top 30 percent of their graduating class will receive Latin honors. Students in the top 5 percent will graduate Summa Cum Laude; students in the next 10 percent will graduate Magna Cum Laude; and students in the next 15 percent will graduate Cum Laude.

Alumni Relations

The Office of Alumni Relations and the Emerson College Alumni Association work together to promote institutional pride, professional development opportunities, and lifelong connections with Emerson alumni. The Office enables students and alumni to benefit from the experience of alumni and others through a variety of events and activities such as a visiting artists series, master classes, and forums. Additionally, Alumni Relations works closely with the Office of Career Services to connect students with alumni through industry site visits and a mentorship program. The Alumni Relations Office communicates news about the College and its alumni through a tri-quarterly magazine, the alumni online community, social media, and e-communication. Alumni Relations is located on the seventh floor of 120 Boylston Street. Contact the Alumni Relations Office at 617-824-8535 or 1-800-255-4259 or visit *emerson.edu/alumni*.

Emerson College Alumni Association

The mission of the Alumni Association is to actively involve alumni in promoting the reputation and influence of Emerson College as a leader in communication and the arts. The association encourages alumni to participate in planning and guiding the College's future, and to work to increase the resources available to make Emerson's programs a reality. The Office of Alumni Relations supports the Alumni Association in its work. Membership in the Emerson College Alumni Association is open to anyone who has attended the College for two or more years.

The Alumni Association has established an endowed scholarship to support the education of future Emerson alumni. The scholarship, based on financial need and satisfactory grades, is awarded to an undergraduate or graduate in alternate years.

EC4Life Student Alumni Association

EC4Life's mission is to facilitate continuous interaction and sharing between alumni and students by fostering lifelong loyalty, participation, and philanthropic support while maintaining Emerson spirit and traditions. Members of EC4Life collaborate with the Development and Alumni Relations Office to educate students on the importance of philanthropy at Emerson College and assist in planning and executing meaningful student/alumni events. To learn more about EC4Life programming, please contact the Alumni Relations Office at 617-824-8535 or visit *emerson.edu/alumni/current-students*.

Iwasaki Library

Located on the third floor of the Walker Building at 120 Boylston Street, the Iwasaki Library supports teaching, learning, research, and creative work at Emerson College by facilitating access to resources, providing a welcoming environment, and creating opportunities for discovery and connection. With approximately 140,000 books, 70,000 e-books, 12,000 media items, 300 serial subscriptions, and access to 48,000 electronic journals, the collections promote research in communication and the arts. The College Archives houses materials on the history and development of the College (including photograph and video collections); Emerson publications; and special collections related to theater, radio, television, and American comedy.

Many collections and services are available to students 24 hours a day via the library's website, *emerson.edu/library*. The website provides access to the Library Catalog, more than 100 databases, full-text journal articles, and research guides. The library offers a variety of study spaces, ranging from armchairs and carrels to tables and small–group study rooms. Computers include six library-use laptops, 23 walk-up PC stations, a workstation with adaptive technology, a scanner, and a classroom with 20 dual-boot Macs. Ten media viewing rooms are equipped with wall–mounted LCD panel displays that can be used for collaborative work. Material on reserve for courses is kept at the Reserve Desk and may be checked out for two–hour loan periods for use in the library.

Library staff answer questions in person, by phone, email, instant message, and text message. Research assistance is also available on a drop-in basis at the Reference Desk. Throughout the year, librarians conduct course–integrated instruction sessions in order to help students find, evaluate, and use information effectively in their class assignments and creative projects.

As a member of Fenway Libraries Online (FLO), the library shares an online catalog with—and has access to the materials of—Emmanuel College, Lesley University, Massachusetts College of Art and Design, Massachusetts College of Pharmacy and Allied Health Sciences, Museum of Fine Arts and the Museum School, New England College of Optometry, New England Conservatory of Music, Wentworth Institute of Technology, and Wheelock College. The library also belongs to the Fenway Library Consortium (FLC), which includes the members of FLO plus the Brookline Public Library, Hebrew College, Simmons College, Suffolk University, and the University of Massachusetts Boston. Students may use the resources at these libraries, borrow materials from them directly (with a valid ID card), or request that materials from these libraries be delivered to the Iwasaki Library.

For more information about the Iwasaki Library, please consult the website, *emerson.edu/library*, call 617-824-8668, or *email reference@emerson.edu*.

Media Services Center

The Media Services Center (MSC), located on the third floor of the Ansin Building at 180 Tremont Street, houses six individual computer/viewing suites, two Final Cut Pro editing suites, and a video studio. The video studio can be used to produce video recordings or as a space to hold a meeting that incorporates video conferencing.

Staff members are available to work one-on-one with students who need assistance integrating media into their course assignments.

The MSC circulates video equipment for non-production classes, including digital camcorders, digital still cameras, and digital and analog audio recorders. The MSC also circulates laptop computers, data projectors, slide projectors, and overhead projectors.

The MSC provides, maintains, and delivers audiovisual equipment in many of the College's classrooms and meeting spaces. Staff members are

available to assist in the setup and operation of this equipment. The MSC provides technical assistance for special events. Services include setting up and operating data projection systems, facilitating teleconferencing, and providing amplification for speakers. Consult the website, *emerson.edu/media-services*, or call 617-824-8676 for more information about the Media Services Center.

Computer Facilities

The College's computer facilities are available for use by Emerson College students, faculty, and staff. The facilities consist of both teaching and open-access labs, as well as kiosks that offer convenient web access and printing. Workstations in the computer labs provide a variety of software applications such as email, Internet, word processing and office productivity, statistical analysis, web authoring, image editing, desktop publishing, 3D animation, and digital video. In addition, high-end applications, such as Autodesk Maya for 3D animation and Apple's Final Cut Studio for video editing, are available in all open-access labs. Digital production labs contain workstations with multimedia production and digital video applications, including Avid Media Composer and Final Cut Studio. Emerson College has been designated a New Media Center since 1995 by a consortium that includes Apple Inc., Adobe Systems, and Hewlett Packard, among others. The New Media Center designation provides support for the College's digital production and multimedia capabilities. More information about the computer labs is available at *emerson.edu/labs/*.

Students receive an Emerson College network (ECnet) account, which contains an email account and personal web space. An ECnet username and password are required to log onto computer lab workstations and kiosks. Emerson's campus is wired for high-speed Internet connectivity at all locations, including residence halls, labs, and offices. Residence hall rooms have high-speed Internet connections for each student and wireless access to the College's network is provided in virtually all campus locations. Emerson's Help Desk offers assistance to all faculty, staff, and students with computing problems, ECnet problems, and issues regarding connectivity to the College's computer network. More information regarding the IT Help Desk and the computer labs is available at *emerson.edu/helpdesk/*. You can also reach the Help Desk by phone at 617-824-8080.

Prior to using the College's computer network, all students should familiarize themselves with the Electronic Information Policy Guidelines found at *emerson.edu/policy/*. Violations of those policies are considered to be unethical and can lead to College disciplinary action and/or criminal prosecution.

Academic Advising

Academic advising is integral to Emerson's mission to educate students for life and prepare them for careers in communication and the arts. The College's advising programs are designed to recognize the individual needs of students. Through partnerships with faculty and professional staff, students are afforded unique opportunities for defining and achieving academic, career, and personal goals. Throughout the advising process, students are provided access to the rich informational resources at Emerson and guided to make informed and independent decisions. Advising serves as a primary means for integrating students into the larger College community.

The Academic Advising Center coordinates all aspects of the undergraduate academic advising process and supports academic advising provided by the faculty. The professional academic advisors are attentive to student needs and preferences, as well as personal goals and values. More information can be found online at *emerson.edu/advising-center* or by contacting the Academic Advising Center at 617-824-7876 or via email at *advising@emerson.edu*.

Lacerte Family Writing and Academic Resource Center

The Lacerte Family Writing and Academic Resource Center (WARC) provides academic support services to all students and gives them the opportunity to develop skills and abilities necessary for academic success and independence at the college level. The WARC staff consists of three full-time assistant directors, a Center manager, and a team of well-prepared graduate assistant writing tutors who support writing across the curriculum, providing individualized tutorials in all phases of the writing process. The Center also offers private sessions on study strategies including test preparation, organization, and time management. Peer tutoring in content areas is available upon request.

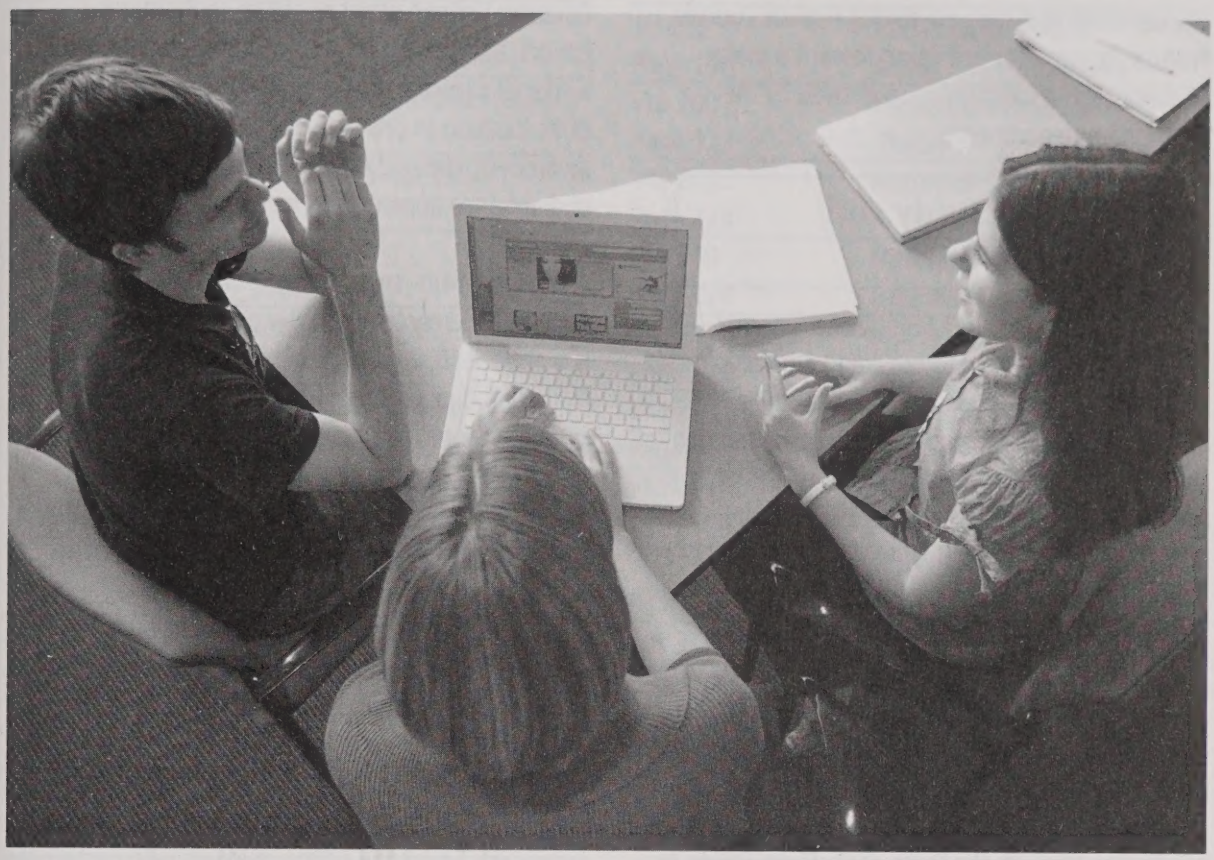
The WARC can provide academic counseling to students, especially those on academic probation and those transitioning to the College from other institutions. The staff monitors academic performance at midterm and works, as needed, with students to design appropriate academic study plans. The staff also collaborates with College faculty and offices to address other student needs. For further information, read about the WARC online at *emerson.edu/writing-center/* or call 617-824-7874. The WARC is located on the fifth floor of 216 Tremont Street.

Disability Services

Emerson College is committed to providing equal access to its academic programs and social activities for all qualified students with disabilities. While upholding this commitment, we maintain the high standards of achievement that are essential to the College's programs and services. In advancing these dual aims, we ensure that the College's policies, practices, and procedures conform to federal and state statutes and regulations. Our philosophy is that students are independent and self determined, and that students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions.

Emerson offers services through its Disability Services Office to students with documented physical, medical, visual, hearing, learning, and psychiatric disabilities. Any student with a disability who is seeking accommodations or who has specific questions about disability services at Emerson should contact the Disability Services Office by email at *dso@emerson.edu* or telephone at 617-824-8592, or visit *emerson.edu/disability-services*. The Disability Services Office is located on the fifth floor of 216 Tremont Street.

Special Academic Options



In addition to the programs detailed in the preceding sections of the catalogue, Emerson offers a variety of unique educational experiences to its students. College faculty encourages interested students to take advantage of one or more of these enriching opportunities.

Institutional Affiliations

Longy School of Music

Emerson College offers the Bachelor of Music degree through a special program with the Longy School of Music in Cambridge. This degree is offered with major programs in Composition, Organ, Piano, Strings, Voice, and Woodwinds and Brass. Students must apply, audition, and be accepted at both the Longy School of Music and Emerson College. Formal acceptance by both institutions is required. Advising for students interested in this program is coordinated through the Office of Academic Affairs.

Professional Arts Consortium (ProArts)

In 1981, Emerson College joined a consortium of colleges and schools that includes Berklee College of Music, Boston Conservatory, Boston Architectural College, Massachusetts College of Art and Design, and the School of the Museum of Fine Arts, Boston. Students in the consortium schools are permitted to cross-register on a limited basis at the participating schools. First-semester freshmen are not eligible and students must be in good academic standing with at least a 2.7 GPA. The Consortium sponsors various activities to foster student and faculty exchange.

Cross-registration forms must be obtained at the Enrollment Services Center and require the approval of the registrar at both institutions. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred. Students may take a maximum of 28 ProArts credits as part of their Emerson degree program. Students must be registered for a minimum of 8 credits at Emerson in

any semester that they are taking ProArts courses. ProArts courses may not count toward a major or minor requirement unless approved by the appropriate department.

International Study and External Programs

The Office of International Study and External Programs is committed to providing Emerson students with opportunities to explore their academic goals in alternative settings. In addition to the external programs sponsored by the College at Kasteel Well, the Los Angeles Program, the Washington, D.C. Program, the Prague Summer Film Program, and the China Exchange Program, students may enroll at nonaffiliated international study programs. These programs must be sponsored by or affiliated with regionally accredited U.S. colleges, universities, or institutes, or carry U.S. accreditation. Students must show evidence of admission to an approved study abroad program and obtain a leave of absence through the Dean of Students Office. In addition, students who wish to study abroad must be approved to study abroad by the Registrar's Office and the Dean of Students Office.

Approval of coursework for transfer, particularly within the major, is not automatic. Students must submit courses for transfer credit pre-approval to the Registrar's Office before registering at another institution. For more information about transfer of credits, please see the Courses at Other Institutions section under Academic Regulations (page 63). For additional information about international study opportunities, contact the International Study and External Programs Office, 80 Boylston Street, First Floor, 617-824-8567, or via email at *abroad@emerson.edu*.

Kasteel Well, The Netherlands

Dulcia Meijers (Executive Director); Chester Lee (Assistant Director, Academic Support Services); Rob Dückers (Assistant Director, Administration and Management).

Emerson College offers qualified sophomores, juniors, and seniors a European program containing a special curriculum that draws on the rich resources of its location to promote multi- and cross-cultural awareness, stimulate critical and political thinking, and enhance appreciation for the arts.

A restored 14th–century medieval castle is home to Emerson's semester-abroad program. Kasteel Well is a national historical monument that provides living and dining accommodations, classrooms, a resource center, a computer lab, a student center and pub, offices, and a performance area for students, faculty, and staff. Moats and lush gardens contribute to this beautiful setting. Located in southeastern Holland near the German border, Kasteel Well is approximately two hours from Düsseldorf, Amsterdam, and Brussels, and five hours from Paris by easily accessible mass transit.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). Emerson College students who participate in the program are fully registered at the College and eligible for financial assistance. Students are required to take a full (16-credit) course load.

The program strives to integrate classroom lectures with a combination of independent travel and mandatory academic excursions to cities such as Amsterdam, Prague, Florence, Paris, Berlin, Vienna, Madrid, or Munich. Guided by experienced academic faculty, students are exposed to the rich artistic, historical, and cultural heritage of these European cities. Using Europe as a platform to enhance and enrich learning represents the unique characteristic of this unrivaled program. Most of the Kasteel Well faculty are experts in the areas of philosophy, history and art history, performing arts and theater, science, languages and linguistics, and in the various fields of communication; they are recruited from or affiliated with nearby universities. Course offerings may include:

CC 203 Page 173	Intercultural Communication
HI 200 Page 189	Contemporary World History
HI 208 Page 189	The World Since 1914
HI 220 Page 190	Russian and Soviet History
HI 223 Page 190	Renaissance and Reformation Thought
HS 201 Page 204	Sophomore Honors Seminar I (Honor students only; fall term only)
JR 261 Page 184	Feature Writing
LF 101 Page 153	Elementary French I
LI 201 Page 144	Literary Foundations
LI 204 Page 144	Topics in Literature: European Literature
LI 211 Page 145	Topics in Global Literature (topic varies)
LI 396 Page 147	International Women Writers (spring only)
MK 221 Page 195	Messages, Media, and Channels
MU 201 Page 100	History of Music: European
MU 256 Page 101	Deconstructing 20th–Century Art Music
PB 207 Page 148	Introduction to Magazine Writing
PH 203 Page 178	Special Topics in Ethics or Value Theory (topic varies)
PH 204 Page 178	Environmental Ethics
SO 208 Page 179	Visual Society
TH 215 Page 105	World Drama in Its Context I
TH 216 Page 105	World Drama in Its Context II
TH 221 Page 106	Acting III: Basic Scene Study
TH 222 Page 106	Acting IV: Ensemble Acting and Performance
VM 200 Page 123	Media Criticism and Theory
VM 203 Page 123	History of Photography
VM 210 Page 124	History of Western Art I: Renaissance and Baroque
VM 212 Page 124	History of Western Art III: Modern
VM 213 Page 124	History of Western Art IV: Post-World War II
VM 221 Page 125	Writing the Feature Film
WR 211 Page 151	Introduction to Creative Writing: Fiction
WR 316 Page 151	Intermediate Creative Writing: Travel Writing

All students are required to complete the following 1-credit non-tuition course prior to attending the Kasteel Well Program.

HI 100: Topics in European History, Culture, and Art: An Introduction to The Netherlands and the City of Amsterdam

This 1-credit online course serves as an introduction to the history, art, and culture of The Netherlands and prepares students for the planned excursion to Amsterdam. The course prepares students more specifically for the various visits under faculty guidance to specific quarters of the city, to monuments and buildings of (art) historical and/or political importance, to historical/art museums and galleries, and to theaters and concert halls.

To participate in the Kasteel Well Program, students must have a minimum 2.0 semester and cumulative grade point average at the time of application. New first-year and transfer applicants will be admitted provisionally if accepted and reevaluated after the completion of their first term. Students will become ineligible if their average drops below 2.0 at any time, or if they are on academic probation. Students must also consult with their academic advisors to ensure that degree requirements will be met.

Students may attend for one semester only, and admission is not guaranteed.

Applications must be submitted approximately one year in advance of attendance, typically in the fall of freshman year. The online application process begins on September 1, and the application deadline for the following academic year is November 1 (for Fall 2013 and Spring 2014). Participants are chosen by random lottery within each major to maintain appropriate representation from each department. Honors students are selected by random lottery in a separate applicant pool for the fall term only. More information may be found online at *emerson.edu/academics/international-study-external-programs/kasteel-well-netherlands* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, fax 617-824-8618, or via email at *castle@emerson.edu*. (International students please note: Due to recent and more strict application of Dutch immigration rules, non-U.S. and non-E.U. citizens may encounter difficulties obtaining an appropriate visa. All non-E.U. international applicants should contact the director of international study and external programs or the Dutch Consulate in their home country for further information about visa restrictions.)

Kasteel Well Summer Program

The Role of the Portrait and the Self-Portrait: Renaissance Painting Compared to Digital Photography

The goal of this five-week intensive summer program is to study and compare two different means of artistic expression of two completely different time periods. The "pre-modern," more artisanal style, method, technique, and the meaning and methods of interpretation of old master paintings of the Renaissance will be compared and contrasted to the methods, meaning, and modes of interpretation of modern means of image-making, in particular of digital photography. Participants will earn 8 undergraduate credits in the visual and media arts, VM 368 Topics in Art History and Digital Photography. This course fulfills the Aesthetic Perspective of the General Education Requirements and is offered only at the castle.

The Kasteel Well Summer Program is open to qualified sophomores, juniors, and seniors, though preference is given to upperclass students. The online application process begins on December 1, and the application deadline for the following summer is in late February. To be eligible for this program, students must have a minimum 2.5 semester and cumulative grade point average at the time of application. Students will become ineligible if their average drops below 2.5 at any time, or if they are on academic probation. Students must also consult with their academic advisors to ensure that degree requirements will be met. Students may participate only once. More information may be found online at *emerson.edu/academics/international-study-external-programs/kasteel-well-netherlands/summer-program* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, fax 617-824-8618, or via email at *castle@emerson.edu*.

Emerson College Los Angeles Center

James Lane (Executive Director); Kerri McManus (Director, Internships and Student Services); Larry Caldwell (Assistant Internship Coordinator); Turi Daoust (Residence Director).

Qualified juniors and seniors may enroll for one semester of study at the Emerson College Los Angeles Center. The Los Angeles Center is a residential program with a full semester of internship opportunities and coursework during the fall and spring semesters, as well as a shortened summer session. Students seeking a credit-bearing internship in Los Angeles must be enrolled in the Los Angeles Program.

The internship course may be taken for 4 or 8 college credits and requires completion of both academic assignments and a specific number of hours at the intern site. Internships focus on a large variety of fields related specifically to the Hollywood entertainment industry. With more than

1,000 intern sites in film, television, radio, new media, music, management, publicity, marketing, and public relations, the Los Angeles Program offers a broad range of opportunities within this arena. Student interns integrate theory and practice in an atmosphere of "experiential learning" with the goals of self-knowledge, personal growth, and career development. Interning with industry professionals such as film and television producers, studio executives, film editors, casting directors, talent managers, camera technicians, publicity directors, and many others will provide students with an understanding of the industry beyond the classroom.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). Emerson College students who participate in the Los Angeles Program are fully registered in the College and eligible for financial assistance. Students must be registered full time (fall/spring, 12 to 16 credits; summer, 8 to 12 credits) and must not complete their degree requirements prior to participation in the program.

Courses are taught by Los Angeles Center faculty who, as well as holding academic credentials, are professionals working in the industry. They are producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals, and more. Course offerings may include:

JR 585 Page 188	Journalism Topics: Entertainment Journalism
LI 526	Topics in American Literature: L.A. Stories
MK 571	Topics in Communication: Entertainment Marketing and Cross-Promotions; Entertainment Public Relations
TH 421 Page 111	Advanced Acting: Film and Television Acting
TH 479 Page 114	Topics: The Business of Acting
VM 323 Page 128	Writing Primetime Drama
VM 373 Page 132	Directing Actors for the Screen
VM 402 Page 133	Seminar in Media Arts Topics: American Film of the 1970s; Film and Television in an Age of Anxiety; Television Genres; Media of Consumption; The Screwball Comedy
VM 420 Page 134	Topics in VMA Practice: Movie Development; Production Management; Aesthetics of Film Editing: Storytelling Through Images
VM 428 Page 135	Feature Writing Workshop
VM 457 Page 136	Recording Industry as a Business
WR 416 Page 152	Topics: Movie Development; Writing Primetime Drama
WR 542	Screenwriting Workshop

To participate in the Los Angeles Program, students must meet requirements determined by their individual departments and have a minimum semester and cumulative grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Students must consult with their academic advisors to ensure that degree requirements will be met. Students may attend for one semester only.

Applications must be submitted one to one-and-a-half years in advance of attendance, typically in the fall of the junior year. The online application process begins September 1 and the application deadline for the following academic year is November 1 (for Summer and Fall 2013, and Spring 2014). Participants will be selected on the basis of their application essays, cumulative grade point average, class standing, and faculty recommendations. New transfer students must submit an official transcript from their previous institution. Some preference will be given to applicants from underrepresented majors,

and the percentage of accepted applicants from each department will remain roughly constant. Admission is not guaranteed.

More information may be found online at *emerson.edu/academics/international-study-external-programs/los-angeles-program* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, or via email at *la@emerson.edu*.

Washington, D.C., Program

Qualified juniors and seniors may enroll for one semester of study during the fall term only in Emerson's Washington, D.C., Program. This residential program offers students the opportunity to spend a fall semester in Washington, D.C., focused on the issues, processes, and decisions surrounding government, nonprofit organizations, and social advocacy groups. Discussing public policy, writing business plans, developing webcasts, and initiating media releases are among the various opportunities awaiting the creative and ambitious Emerson student.

Eight internship credits at a site chosen for students' specific goals and interests anchor a semester schedule that includes a full course load of 16 credits. Internships are available in the social advocacy, government, political, and media and technology arenas. The program is geared toward students in the Communication Studies Department; however, juniors and seniors from other majors, including Journalism and Marketing, may also apply. Students from majors other than Communication Studies should meet with the Communication Studies department chair before meeting with their own department chairs. All rules concerning internships apply to this program, including the minimum required grade point average of 2.7 and junior standing.

Emerson College has affiliated with The Washington Center for Internships and Academic Seminars, an independent, nonprofit educational organization located five blocks north of the White House and one block north of Scott Circle. Mandatory student housing is located at The Washington Center's housing facility at the north end of Capitol Hill in the NoMA (North of Massachusetts Avenue) area. The Center's residence hall is a central hub for students, with a 500-seat auditorium, classroom space, and a student lounge and fitness center. Overflow student housing is located in professional-style apartment buildings, most of which are in suburban Maryland and the Arlington and Alexandria areas of northern Virginia, and are easily accessible by mass transit.

To participate in the Washington, D.C., Program, students must meet requirements determined by their individual departments and have a minimum semester and cumulative grade point average of 2.75 at the time of application. Students may become ineligible if their average drops below 2.75 at any time, or if they are on academic probation. They must also complete a Career Services Internship Workshop prior to the start of the semester. Students must consult with their academic advisors to ensure that degree requirements will be met. Participants may attend for one semester only, and admission is not guaranteed. Please note: Due to the 8-credit limit on internship credits, any student who has completed an internship prior to participation in the program will need special approval from the Office of Academic Affairs.

Applications must be submitted online the semester prior to attendance via The Washington Center website. The application deadline for Fall 2013 is April 1, 2013. More information may be found online at *emerson.edu/academics/international-study-external-programs/washington-dc-program* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, or via email at *washington@emerson.edu*.

Prague Summer Film Program

This rewarding and unique summer program is offered in Prague, the capital city of the Czech Republic. Students study on the campus of the Academy of Performing Arts for Film and Television (FAMU), one of the top film schools on the European continent. Prague, one of the finest cities in Europe, is rich in history, culture, and beauty. Its attractions and landmarks are the classroom for students' learning and experiences.

This program offers students 8 credits of coursework. Students are evaluated by FAMU and Emerson College faculty as they are given an intensive experience in production, cinematography, scripting, and editing. Students will also take a course in Czech film history. Special tours are planned throughout the program, including a weekend trip to the Karlovy Vary International Film Festival. Students will also meet with Czech film industry professionals, such as directors and cinematographers, to discuss their work.

The Prague Summer Film Program is open to juniors and seniors with a minimum grade point average of 3.0 at the time of application. Students may become ineligible if their average drops below 3.0 at any time, or if they are on academic probation. Students' media studies or production background will be considered as well as their academic standing. Information about FAMU may be found online at *famu.cz/eng*. More information about Emerson's program may be found online at *emerson.edu/academics/international-study-external-programs/prague-summer-film-program* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, or via email at *prague@emerson.edu*.

China Exchange Program

Emerson College has established an exchange program with Communication University of China (CUC) in Beijing, the capital of the People's Republic of China. Qualified Emerson students may apply to spend one fall semester at CUC , and CUC students will be coming to Boston to take advantage of Emerson's unique curriculum each spring. Beijing is recognized as the political, educational, and cultural center of China. It is one of the world's great cities, renowned for its opulent palaces, temples, and huge stone walls and gates. Its art treasures and universities have long made the city a center of culture and art.

CUC is one of China's key "Project 211" universities, directly under the guidance of the State Ministry of Education. CUC was founded in 1954 as the Central Broadcasting Bureau, a technical training center. In 1959, the school's name was changed to the Beijing Broadcasting Institute (BBI), and in August 2004 the BBI was renamed Communication University of China. CUC is known in China as the "cradle of China's radio and television talents," and is renowned throughout China as the preeminent university in the field of information communication. Today there are more than 15,000 full-time students, including more than 9,000 undergraduates, 3,500 candidates for doctoral and master's degrees, and approximately 17,000 students in continuing education programs. CUC has developed an interdisciplinary system of courses that covers journalism and communication, radio, film and television arts, information science and technology, literature, engineering, management, law, economics, and science.

CUC offers a limited selection of courses in English, and Emerson students will take a full course load. One mandatory course is a course in Mandarin. Other offerings in English may include Chinese Culture and Society, Chinese Film Seminar, Photo Journalism, Media in Asia, Fundamentals of Media Management, Media in China, Intercultural Communication, and Speech Communication.

Mandatory on-campus housing is provided at CUC's International Exchange Center, a Western–style residential facility that houses international students from all over the world. There is no food service, but meals may be purchased at the IEC cafeteria or from one of the many cafés and restaurants on or near campus. CUC is located in Dingfuzhuang, Chaoyang District, just outside the Eastern 5th Ring Road in Eastern Beijing, along the Beijing-Tong County expressway. The urban campus includes classroom buildings, athletic facilities, medical facilities, shops, and restaurants. CUC is easily accessible by mass transit, situated in close proximity to the Red, or "1" Subway Line, with connections to all over Beijing. There are bus stops at the campus's front and rear gates, and one of the largest Beijing central bus stations is just two stops away. There are also Rapid Transit Buses (BRT) that travel in dedicated express lanes.

Costs are comparable to a semester at the Boston campus (not including travel expenses). Obtaining a passport and Chinese visa, travel costs, health insurance applicable in China, and fees including, but not limited to, food, books, mobile phones, etc. are the responsibility of the individual student. Emerson students who participate in the program are fully registered at the College and are eligible for financial assistance. CUC's fall term is from mid-September to mid-January (with just a three-day break for New Year's). October 1 is a national holiday and there is a 7–10 day break during which students may travel.

The China Exchange Program is open to sophomores, juniors, and first-semester seniors (freshmen and graduating seniors are not eligible) with a minimum grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Applicants will be screened and nominated by Emerson College, but acceptance decisions are made by CUC. Communication University of China information may be found online at *cuc.edu.cn/en2/cuc.htm*. More information about the exchange program may be found online at *emerson.edu/academics/international-study-external-programs/china-exchange-program* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, or via email at *china@emerson.edu*.

Department of Professional Studies and Special Programs

Summer Session

The Department of Professional Studies and Special Programs offers a full range of courses during the summer months. Full-time and Professional Studies students may take courses during two 6-week sessions to accelerate academic progress, complete graduation requirements, or enhance their academic credentials.

Taking Undergraduate Courses Prior to Matriculation

Prior to matriculation, students may take a maximum of 24 undergraduate credits through Professional Studies to be counted toward their undergraduate degree. Non-matriculated students may only register for undergraduate level courses at Emerson during the summer sessions.

General Education Curriculum

The core of Emerson College's mission is to challenge students to think and communicate with clarity, substance, and insight. The requirement for all Emerson students to ground themselves in the liberal arts is to ensure exposure to sufficient curricular breadth and an appropriate range of practical knowledge, as well as strong critical thinking, analytic writing, and verbal skills. Whether for the successful professional or involved citizen, life's challenges are to a great extent unpredictable and unique. This is all the more true in the world of the 21st century where professionals may change careers more often than their parents changed jobs, and where increasing globalization confronts us with the exciting, but also daunting, challenges of rapid economic and political change. Narrowly conceived recipes for facing these challenges will not work. What is needed instead is a practical instinct born of broad exposure to the liberal arts, grounded in communication skills, and tempered by an orientation toward applications of knowledge in the real world.

The General Education Curriculum forms the core of liberal arts at Emerson and is designed with these goals firmly in mind. Liberal arts traditions are located in each department, thereby providing the broad intellectual platform upon which students' professional development occurs within their chosen major. In the School of Communication, students will find Sociology, Ethics, Philosophy, and Religion (Communication Studies); Economics (Marketing Communication); Psychology, Math, and Science (Communication Science and Disorders); and History and Political Science (Journalism). In the School of the Arts, students will find Literature (Writing, Literature and Publishing); Art History (Visual and Media Arts); and Music and Theatre History (Performing Arts).

Courses that Emerson students take in the General Education Curriculum are grouped in three categories. Firstly, in the "Foundations" courses, students receive a solid grounding in writing and speaking skills and in quantitative reasoning. The emphasis is on speaking and writing critically about important contemporary topics. Students will also acquire the tools of symbolic reasoning that facilitate

living and working in an increasingly technical and technological world. Secondly, in the "Perspectives" courses, students investigate each of a number of ways of pursuing knowledge of their physical and social worlds. They emerge with an understanding of the different kinds of questions that each of these knowledge communities addresses and the distinctive methods they use to find answers. Finally, the "Global and U.S. Diversity" courses emphasize global perspectives, multicultural understanding, and the values of social justice and responsibility as crucial preparation for life and work in the contemporary world.

General Education Requirements

The following General Education Curriculum is required of all students pursuing the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

I. Foundations

Oral Communication
4 credits
Students are required to take CC 100 Fundamentals of Speech Communication. By the end of the course, successful students will be able to:

1. Understand, analyze, reflect, and apply communication principles in diverse oral communication speaking situations.
2. Develop, organize, and deliver informative presentations individually and in small groups.
3. Develop, organize, and deliver persuasive presentations.
4. Develop, organize, and deliver an impromptu presentation.
5. Conduct, analyze, and use research to support ideas.

Written Communication
8 credits
This two-course writing sequence is designed to enable students to write competently and effectively. By the end of the two courses, successful students will be able to:

1. Develop an understanding of how intellectual exchange in the academy and public life operates as a conversation in which writers locate themselves in relation to what others have written and the way issues have been framed.
2. Develop the ability to analyze rhetorical situations in the academy and public life and to assess the genres of writing and means of communication available to respond appropriately.
3. Develop the capacity to design and carry out writing projects individually and with others that identify the research, rhetorical approaches, and revision strategies needed to produce writing that has consequence.

In the first year, students enroll in the following:
WR 101 Introduction to College Writing
WR 121 Research Writing

Students enrolled in the Honors Program complete the following three-course sequence:

HS 101 & HS 102	First-Year Honors Seminars
HS 103	Honors Writing Symposium

Quantitative Reasoning
4 credits
Upon completion of the quantitative reasoning requirement, students will be able to:

1. Reason logically to conclusions, including the ability to use precise definitions and to use various forms of logical argument.
2. Read mathematics with understanding, to communicate mathematical ideas with clarity and coherence, and to calculate mathematical equations with the appropriate method and formula.

3. Use mathematics and statistics to solve practical, real-world problems in their own disciplines.

Students who earn an SAT math score of 550 or above, an ACT math score of 24 or above, or who complete four years of high school math with grades of C or better will have this requirement waived.

Students choose from any of the **MT**, Mathematics, courses offered by the Communication Sciences and Disorders Department. See page 161 of this catalogue for courses and descriptions.

II. Perspectives

All Emerson students complete substantive studies in one field of communication or the arts. This in-depth work is balanced by a General Education Curriculum, which demands that students pursue breadth and variety in their studies, particularly in the liberal arts.

Students are given a great deal of flexibility to choose individual courses that particularly interest or challenge them to learn, and even to build clusters of courses that promise the greatest degree of integration with their professional studies. The structure of the distribution requirements guarantees that students will discover a variety of liberal arts disciplines beyond their major. Students will work closely with an advisor to maximize the educational benefits of the unique combination of courses that they choose to fulfill the requirements. Students are required to complete one course in each Perspective, but no more than one course in their major field of study may be used to satisfy these requirements.

Aesthetic Perspective
4 credits

Courses in this perspective foster thinking, feeling, and knowing through artistic expression and analysis of the evolution of artistic forms. Studies in this perspective will enable students to:

1. Develop an appreciation for art through a variety of in-depth encounters that may include field trips, comparative exercises, and surveying critical reactions to art throughout history.
2. Consider both the functional and theoretical processes of aesthetic endeavors.
3. Examine how their own subjective experiences affect respective perceptions of and reactions to a variety of art.
4. Build verbal and written skills through assignments and readings that investigate aesthetics in practice and theory.
5. Develop their own critical faculties in regard to the arts, enhancing their ability to make personal and qualitative judgments of such.

Choose from the following courses:

DA 203 Page 98	Perspectives in World Dance
See pages 100–102 for MU courses	
MU 137	Listening to Music
MU 139	History of Jazz
MU 201	History of Music: European
MU 202	History of Music: American
MU 203	Perspectives in World Music
MU 233	History of Opera
MU 256	Deconstructing 20th-Century Art Music
MU 257	The Musical Premiere
See pages 103–108 for TH courses	
TH 203	Perspectives in World Theatre
TH 204	Theatre into Film
TH 205	Dress Codes: American Clothes in the 20th Century
TH 315	Topics in Contemporary Theatre
See pages 123–125 for VM courses	
VM 105	Introduction to Visual Arts
VM 203	History of Photography
VM 210	History of Western Art I: Renaissance and Baroque
VM 211	History of Western Art II: 18th- and 19th-Century Art

VM 212	History of Western Art III: Modern
VM 213	History of Western Art IV: Post-World War II
VM 214	History of Non-Western Art I: Asia and the Mideast
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 218	The Artist and the Making of Meaning
VM 368	Topics in Art History and Digital Photography (offered at Kasteel Well only)

Ethics and Values Perspective
4 credits

Courses in this perspective challenge students to articulate the foundations for their beliefs and judgments and subject these value commitments to critical analysis. Upon completion of this perspective, successful students will be able to:

1. Examine basic assumptions that underlie particular kinds of value judgments.
2. Engage in analysis and appraisal of systems of moral reasoning as exhibited in primary sources (including some that belong to Western traditions).
3. Confront moral issues on a theoretical level, not only as instances of application of particular professional, political, moral, or religious rules to specific problems or case studies.

Choose from the following courses:

HS 202 Page 204	Sophomore Honors Seminar II (Honor students only)

See pages 177–178 for PH courses

PH 105	Introduction to Ethics
PH 110	Ethics and Justice
PH 200	Contemporary Ethics
PH 203	Special Topics in Ethics or Value Theory
PH 204	Environmental Ethics
PH 210	Narrative Ethics
PL 328 Page 191	Political Thought

Historical Perspective
4 credits

Courses in this perspective foster an understanding of the context and content of societal actions and events and provide students with insight into the evolution of cultures, people, and countries over time. Upon completion of this perspective, successful students will be able to:

1. Apply the historic method in approaching and analyzing research.
2. Think critically in the review of primary and secondary sources of reading.
3. Appreciate the complex interrelationships between and among different people, cultures, and/or eras in a global perspective.
4. Demonstrate these skills through oral and/or written presentation.

Choose from the following courses:

See pages 188–190 for HI courses

HI 102	Western Civilization and Culture
HI 200	Contemporary World History
HI 201	Non-Western World History
HI 203	Social Movements in the U.S.
HI 204	Islam in the World
HI 205	History of England
HI 208	The World Since 1914
HI 211	African American History
HI 220	Russian and Soviet History
HI 223	Renaissance and Reformation Thought
HI 235	History of the United States

See pages 190–191 for PL courses

PL 225	U.S. Government and Politics
PL 240	Communication, Politics, and Law
PL 332	Civil Rights

PL 333	The First Amendment
PL 334	Development of the U.S. Welfare State

Interdisciplinary Perspective
4 credits

Courses in this perspective integrate two or more disciplines, emphasizing connections between theory and practice, and provide a basis for understanding and appraising the role of interdisciplinary knowledge in human affairs. Studies in this perspective will enable students to:

1. Recognize the historical and cultural context of different theoretical approaches to the specific topic or subject matter of the course.
2. Critically engage scholarly, creative, and cultural texts—including primary materials—using a range of modes of representation.
3. Produce written critical analyses of these texts using appropriate evidence and documentation.

Students choose from any of the **IN**, Interdisciplinary, courses offered by the Institute for Liberal Arts and Interdisciplinary Studies. All freshmen and all first-year transfer students are required to complete one 100-level course in the first year of study at Emerson. Upper-level transfer students shall complete one course at the 200-level or above. See pages 207–214 of this catalogue for courses and descriptions.

Literary Perspective
4 credits

Courses in this perspective foster a critical, intellectual, and emotional engagement with literature that stimulates reflection on how literary texts use language to communicate about fundamental human concerns. Upon completion of this perspective, successful students will be able to:

1. Recognize the literary/rhetorical power of language and the relevance of such language to their own lives.
2. Interpret primary texts within their relevant critical frameworks.
3. Produce written scholarly analyses of literary texts, using appropriate evidence and documentation.

Choose from the following courses:

CC 264 Page 173	Oral Presentation of Literature
HS 102 Page 204	First-Year Honors Seminar II (Honor students only)

See pages 144–145 for LI courses

LI 201	Literary Foundations
LI 202	American Literature
LI 203	British Literature
LI 204	Topics in Literature
LI 208	U.S. Multicultural Literatures
LI 209	Topics in U.S. Multicultural Literature
LI 210	American Women Writers
LI 211	Topics in Global Literature

Scientific Perspective
4 credits

Courses in this perspective encourage students to appreciate science as both content and process, to explore existing knowledge in particular natural or physical domains, and to identify how science pertains to their own lives. The student learning objectives for this perspective are:

1. Identify and explain the key information that comprises the content of this course.
2. Critically evaluate scientific information and apply the scientific method.
3. Accurately communicate scientific information in a way that reflects understanding of the impact and relevance of science in our daily lives.

Choose from the following courses:

HS 201 Page 204	Sophomore Honors Seminar I (Honor students only)

See pages 163–166 for SC courses

SC 210	Human Health and Disease
SC 211	Food and Nutrition
SC 212	Evolution of Human Nature
SC 213	The Brain and Behavior

SC 214	Plagues and Pandemics
SC 215	Personal Genetics and Identity
SC 216	DNA and Society
SC 220	Energy and Sustainability
SC 221	Meteorology
SC 222	Earth Science: Natural Disasters
SC 223	Climate Change
SC 224	Ecology and Conservation
SC 225	The Science and Politics of Water
SC 226	Plants and People
SC 290	Topics in Science
SC 310	Science in Translation: Health and Genetics
SC 311	Sensation and Perception
SC 320	Science in Translation: Environmental Science
SC 390	Advanced Topics in Science

Social and Psychological Perspective
4 credits

Courses in this perspective examine how human behavior is shaped by psychological and social processes and how people's actions and thoughts reflect personal motivations as well as broader influences of groups, institutions, communities, and societies. Studies in this perspective enable students to:

1. Compare and contrast individual- and social-level determinants of human behavior using a depth of knowledge regarding theoretical foundations of how human behaviors and thoughts reflect personal as well as social and cultural influences.
2. Explain and apply the empirical evidence underlying the theoretical frameworks that form the foundations of the specific field of study.
3. Consider the relationships between theoretical foundations and real-world applications including the ability to apply their knowledge of human behavior to understand themselves and others.

Choose from the following courses:

CC 343 Page 175	Rhetorical Theory
CD 153 Page 158	Images of the Disabled
EC 203 Page 201	Principles of Economics
PL 231 Page 190	Personality, Power, and Politics
PL 300 Page 190	Campaigns and Elections

See pages 161–162 for PS courses

PS 101	Introductory Psychology
PS 200	Social Psychology
PS 201	Abnormal Psychology
PS 202	Developmental Psychology
PS 203	Cognitive Psychology
PS 301	Personal Growth and Adjustment
PS 306	Psychology of Prejudice
PS 380	Topics in Psychology

See pages 178–179 for SO courses

SO 150	Principles of Sociology
SO 200	Communities and Race Relations
SO 206	Gender in a Global Perspective
SO 208	Visual Society
SO 303	Culture and Power
SO 360	Deviance and Social Control

III. Global and U.S. Diversity

Emerson's curriculum emphasizes a global perspective and prepares students to work and live in an increasingly interconnected and multicultural world. Graduating students will have a basic understanding of the cultural pluralism of American society and of the world at large. Through courses in "Global and U.S. Diversity," students gain an understanding of the historical, artistic, and/or political contexts of cultural traditions and an appreciation of the value of diversity itself as a

democratic and intellectual strength. Students may fulfill the Global and U.S. Diversity requirement simultaneously with any other requirement. The student learning objectives for the diversity requirements are as follows:

Global Diversity

1. Interpret primary materials within their relevant historical and critical contexts as well as their relevance to contemporary life.
2. Produce written scholarly analyses of the cultural material studied.

U.S. Diversity

1. Recognize the unique contributions of groups historically disempowered in the United States.
2. Interpret primary materials within their relevant historical and critical contexts as well as their relevance to contemporary life.
3. Produce written scholarly analyses of the cultural material studied.

Global Diversity
4 credits

Choose from the following courses:

CC 203 Page 173	Intercultural Communication
DA 203 Page 98	Perspectives in World Dance
HI 201 Page 189	Non-Western World History
HI 204 Page 189	Islam in the World
IN 142 Page 209	African Civilizations
IN 203 Page 211	Post-Colonial Cultures
IN 210 Page 211	Topics in Global Studies
IN 226 Page 211	Nationalism, Multiculturalism, and Identity
IN 318 Page 212	Women, Media, and Globalization
IN 321 Page 213	Asian/Pacific Rim Film and Literature
IN 322 Page 213	Global Identity, Local Consumption
IN 323 Page 213	Global Cities
JR 570 Page 188	Global Journalism
LI 211 Page 145	Topics in Global Literature
LI 381 Page 146	Global Literatures
LI 396 Page 147	International Women Writers
LI 423 Page 148	Topics in Global Literature
MU 203 Page 101	Perspectives in World Music
PH 112 Page 177	Religion in Eastern Cultures
SO 206 Page 179	Gender in a Global Perspective
VM 214 Page 124	History of Non-Western Art I: Asia and the Mideast
VM 215 Page 124	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 406 Page 133	Post-Colonial Film
VM 410 Page 134	Seminar in Non-Western Art
VM 418 Page 134	Transnational Asian Cinemas

U.S. Diversity
4 credits

Choose from the following courses:

CC 344 Page 175	Rhetoric of Social Movements
CD 153 Page 158	Images of the Disabled
HI 203 Page 189	Social Movements in the U.S.
HI 211 Page 189	African American History

HS 102 Page 204	First-Year Honors Seminar II (Honor students only)
IN 152 Page 210	Cultural Constructions of Identity
IN 223 Page 211	Blacks, Whites, and Blues
JR 555 Page 188	Reporting Issues of Diversity
LI 208 Page 144	U.S. Multicultural Literatures
LI 209 Page 144	Topics in U.S. Multicultural Literature
LI 210 Page 144	American Women Writers
LI 361 Page 146	Native American Literature
LI 382 Page 146	African American Literature
LI 481 Page 148	Topics in African American Literature
MU 139 Page 100	History of Jazz
PL 332 Page 191	Civil Rights
PL 334 Page 191	Development of the U.S. Welfare State
PS 306 Page 162	Psychology of Prejudice
SO 200 Page 179	Communities and Race Relations
TH 313 Page 108	African American Theatre and Culture
VM 307 Page 127	Communication Ethics and Cultural Diversity
VM 404 Page 133	Black American Independent Cinema I
VM 405 Page 133	Black American Independent Cinema II

World Languages
8 credits

Students must demonstrate qualification (i.e., the completion of an Elementary II-level course) in a single foreign language or in American Sign Language. Bilingual students or students who complete three years of high school study in any one foreign language will have the World Languages requirement waived. Upon completion of the World Languages requirement, students will be able to:

1. Express themselves in the target language using a range of lexical items (words, signs) and grammatical constructions in order to converse effectively.
2. Demonstrate a growing ability to comprehend information and ideas, as well as a variety of textual productions (e.g., literary texts, films, sign narratives, conversations).
3. Obtain an appreciation and understanding of the culture affiliated with the target language.

School of the Arts

Mission

The School of the Arts is a community of artists, professionals, and scholars committed to educating and training students to bring personal vision, commitment, sophistication, and courage to the practice of their crafts in media, theater, and literature. The School looks for students who will use their Emerson experience to produce work that explores the world as they see it with informed accuracy and emotional honesty. The School of the Arts shares with the rest of the College the mission of teaching students how to perceive, to question, to structure, and to evolve with sensitivity to ethical and emotional complexity.

The School of the Arts consists of three departments: Performing Arts; Visual and Media Arts; and Writing, Literature and Publishing. Each department offers programs at the undergraduate and graduate levels. Students in all degree programs at the undergraduate level are encouraged to pursue interdisciplinary study and minors whenever possible.

Graduate programs leading to the Master of Arts degree are available in Theatre Education and in Publishing and Writing. The School also offers the Master of Fine Arts degree in Creative Writing and in Media Art.

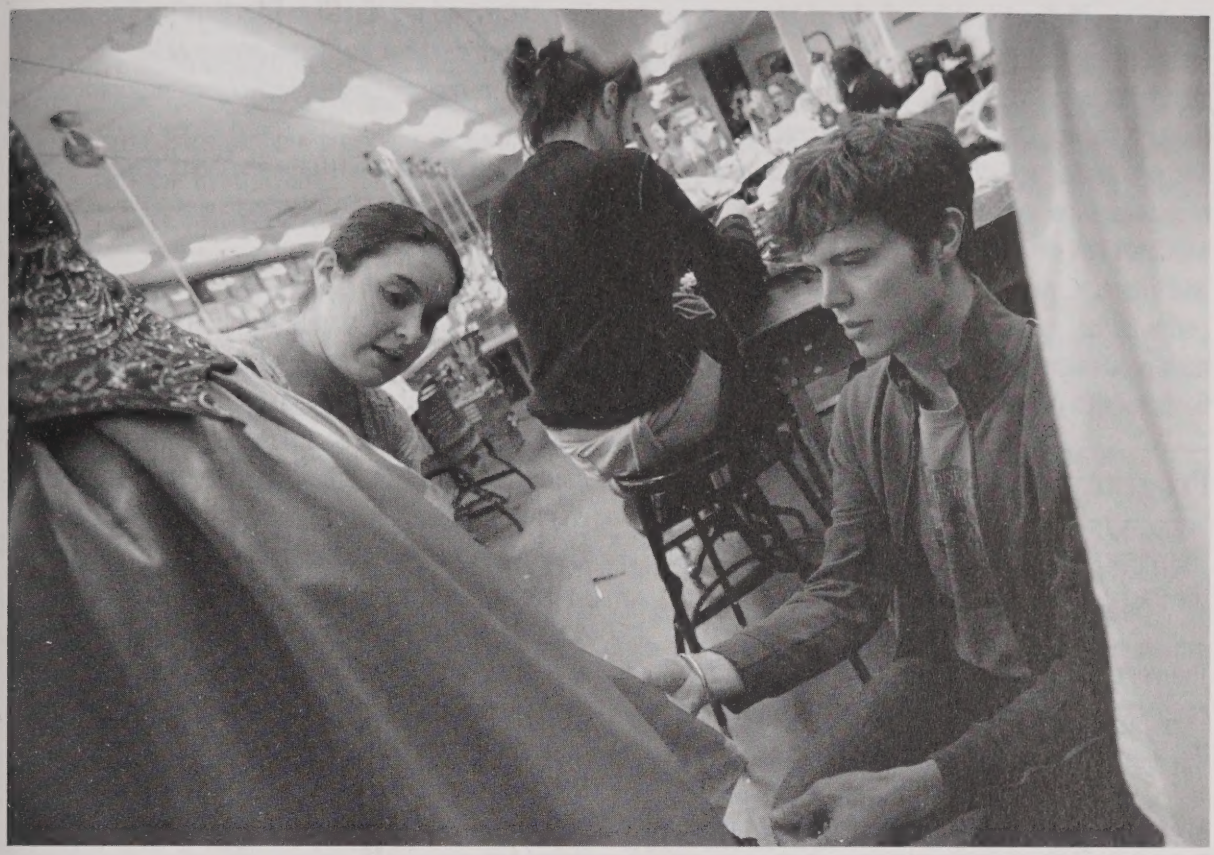
Emerson College believes that a strong liberal arts education is fundamental to rigorous professional training. As the College continually enhances its liberal arts core, students receive the strongest possible educational grounding as thinkers, makers, and citizens of a complex world. New combinations of liberal arts offerings are continuously being developed to prepare our students for lives in which cross-pollination of ideas, in combination with new methods, are the rule of the day. Underlying all this innovation, there remains an abiding respect for intellectual rigor and creative discipline.

Finally, in the School of the Arts, our stellar faculty instills in students a sense of ownership in their education. It teaches students to recognize and accept stylistic and ethical responsibility for their work. As they embrace that responsibility, students know to speak with the authority of the master craftspeople and artists they aspire to be.

Students leave Emerson as deep-water thinkers in the rhetoric of a present that is constantly changing, working in a grammar of images, sounds, and words produced in dynamic interrelationships and distributed everywhere instantly through digital links.

School of the Arts

Department of Performing Arts



Professors Bensussen (Chair), McCauley, Shea, and Wheeler; Associate Professors Colby, Donohue, Harkins, Hickler, Jozwick, LaFeber, Pinkney, and Romanska; Assistant Professors Adams, Marin, Mathers, and Polster; The Stephen Langley Chair in Theatre Management and Production Orchard; Senior Distinguished Producing Director-in-Residence Ambush; Senior Artists-in-Residence Broome, Cheeseman, Hewlett, and Terrell; Senior Dancer-in-Residence Yannetti; Senior Music Historian-in-Residence King; Stage and Production Manager-in-Residence Acquavella; Theatre Educator-in-Residence Nelson; Musical Director Goldberg.

The Department of Performing Arts educates students in the collaborative arts of theatre within their historical and cultural contexts. Its professionally active faculty guides students in programs that offer both rigor and creative challenge. Studio and production work are central to all majors in the department and are integrated into the larger context of a liberal education. The department also offers coursework in music and dance in support of its Musical Theatre major and to enrich the College's liberal arts curriculum.

The arts of live theatre are central to the education offered by a communication college. Students in the Department of Performing Arts are challenged to develop a deep understanding of self along with a sense of ethical responsibility to the immediate community and society at large. Through productions, internships, and extracurricular activities, students are encouraged to work in the community. They explore and develop their own roles as professional artists, industry leaders, and educators.

The faculty of the Department of Performing Arts is committed to the following goals:

- Students will develop an experiential understanding of basic theatre skills in the performance, design, technical, production, and educational aspects of art.
- Students will learn how cultures affect the creative process and how, in turn, the creative process contributes to the evolution of cultures.

- Students will develop theoretical and historical understanding of the theatre and the conventional standards by which we respond to the art form through scripts, knowledge of the physical theatre and production techniques, and the aesthetics of the major historical periods of drama.
- Students will develop their individual potentials and interests as they prepare to enter the fields of performance, production, and theatre education in both professional and applied theatre and related fields [of film and television].

Programs

The department offers the Bachelor of Arts (BA) and the Bachelor of Fine Arts (BFA) degrees.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Acting program:

1. Students will analyze a body of dramatic literature.
2. Students will identify and accomplish stage actions and character goals.
3. Students will demonstrate their ability to use their vocal instrument.
4. Students will demonstrate an ability to include the physical in their work onstage.
5. Students will demonstrate an ability to collaborate in the act of making theatre.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Musical Theatre program:

1. Students will analyze a body of music and/or dramatic literature.
2. Students will identify and accomplish stage actions and character goals.
3. Students will demonstrate their ability to use their singing voice.
4. Students will demonstrate an ability to include the physical in their work on stage, including dancing.
5. Students will demonstrate an ability to collaborate in the act of making theatre.
6. Students will demonstrate skills in professional comportment.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Theatre Design/Technology program:

1. Students will demonstrate an ability to read and analyze a play from the perspective of a designer and technician of theatre.
2. Students will learn to relate script analysis to a visual product, demonstrating an understanding of how to apply and communicate basic design elements, such as color, mass, and line.
3. Students will learn and demonstrate a fundamental knowledge of the distinguishing characteristics of Western architecture, décor, and fashion, as well as the basic methods of research needed to design.
4. Students will demonstrate the basic skills necessary to visually communicate design ideas through the learning of the fundamentals of each area of theatre design and technology.
5. Students will demonstrate an ability to translate theory into practice through the appropriate produced projects.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Stage and Production Management program:

1. Students will demonstrate an ability to read and analyze a play from the perspective of a stage manager.
2. Students will learn about and understand the overall theatrical production process through the creation of a production script.
3. Students will learn about all areas of theatrical production in order to communicate effectively with the various artists and teams of a theatrical production, and be able to contribute to the collaborative process.
4. Students will learn the principles, practices, and artistic craft of stage management.
5. Students will learn how to serve as stage managers and assistant stage managers and will demonstrate their abilities on a professional theatrical production.

Students may pursue BFA degrees with a major in Acting, Theatre Design/Technology, Musical Theatre Performance, and Stage and Production Management. Each of these programs demands that students commit to structured, intensive work at the center of their Emerson education. Each has defined admission and retention standards. The majors in Acting and Musical Theatre may be entered only through a required and competitive audition process. The majors in Design/Technology and Stage and Production Management require a portfolio review and personal interview as part of the admission process. The faculty believes that students should not be encouraged to enter or allowed to complete BFA programs unless they demonstrate the kind of work ethic, talent, and skills development demanded by the profession. Review of student work and progress occurs annually.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BA in Theatre Studies program:

1. Students will learn and be able to demonstrate a basic theatre literacy, both academically and experientially.
2. Students will learn to think critically and analytically about the literature and function of a particular area of theatre.
3. Students will demonstrate a skill appropriate to a particular area of focus, such as directing, design, acting, or other aspect of theatre.

The BA degree in Theatre Studies invites students to develop an area of concentration in theatre; they may include performance work only if they have successfully auditioned to do so. Although production and studio work remain central to the curriculum, BA students have greater flexibility to tailor their programs by taking courses in other academic departments, to add minors and majors available from a variety of disciplines across the College, and to participate in activities such as internships, the L.A. Program, ProArts Consortium, and study abroad. BA concentrations include Acting, Production and Stage Management, Design/Technology, Playwriting, Dramaturgy, and Directing. The five courses comprising each student's chosen concentration must be approved by the student's performing arts advisor for submission to the chair, who then submits the educational plan to the Registrar.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BA in Theatre Education program:

1. Students will learn to assess learning needs, develop appropriate educational goals and objectives, and design and implement drama/theatre teaching strategies based on understandings of the theoretical and historical foundations of drama/theatre education and the practices of applied drama and theatre.
2. Students will develop their individual potentials and interests in performance, production, and theatre education in applied theatre and related fields as demonstrated in portfolios and teaching projects.

The BA degree in Theatre Education requires specific work beyond the Performing Arts core curriculum in theatre education and in areas mandated by the Commonwealth of Massachusetts as part of our Department of Elementary and Secondary Education Approved Program leading to the Initial License as a Teacher of Theatre (all levels). At the same time, students in this program have between 9 and 12 free elective courses with which to build an individualized program in ways similar to the students in Theatre Studies. As with Theatre Studies, students in Theatre Education who wish to identify Acting as a concentration must successfully audition to do so.

Degree Requirements for Bachelor of Fine Arts in Acting

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 215	World Drama in Its Context I

TH 216	World Drama in Its Context II
(4 credits)	Advanced Drama Studies course*
TH 123, 124, 130, 131, 221, 222	Acting Courses
TH 325, 326, 425, 426	BFA Acting Studios

Total Credits: 72

*Performing Arts courses that fulfill PA Core-Advanced Drama Studies course requirement include: TH 304, TH 313, TH 315, TH 410, TH 411, TH 412, and TH 562. Other courses include: IN 403, LI 371, LI 372, and LI 385.

Students accepted into the BFA Program in Acting must audition to continue in the program at the end of the second year. Since an intensive residency is essential to the success of the Studios, BFA Acting students are not eligible to participate in the Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

Degree Requirements for Bachelor of Arts in Theatre Studies

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 121 Or TH 123	Introduction to Acting I Acting I: Movement (with permission)
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
(4 credits)	Advanced Drama Studies course*
20 credits (chosen with advisor)	Concentration

Total Credits: 44

*Performing Arts courses that fulfill PA Core-Advanced Drama Studies course requirement include: TH 304, TH 313, TH 315, TH 410, TH 411, TH 412, and TH 562. Other courses include: IN 403, LI 371, LI 372, and LI 385.

BA Theatre Studies majors may take electives in Performing Arts beyond the total credits noted above. BA Theatre Studies majors with a concentration in Acting may take a 300- or 400-level class in each semester of their junior and senior years. In addition, BA Theatre Studies majors may take the intensive 16-credit course of study at the Los Angeles Center in their senior year.

Degree Requirements for Bachelor of Fine Arts in Design/Technology

PA 101	Languages of the Stage
TH 121	Introduction to Acting I
TH 140	Rendering
TH 142	Stagecraft Electrics
TH 143	Stagecraft Props
TH 144	Stagecraft Costume Construction
TH 145	Stagecraft Scenic Construction
TH 149	Emerson Stage Production Crew
TH 150	History of Fashion and Décor: Design Research
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
TH 240	Drafting
TH 249	Emerson Stage Production Team
(4 credits)	Advanced Drama Studies course*
	Design Technology Theory and Practice
(8 credits chosen from the following: TH 243, 244, 247, 340, 346, 347, 350, 440, 470, 479, 540)	
	Design/Technology Concentration
(12 credits chosen from the following: TH 242/342, 245/345, 248/348, 441 [441 may be repeated])	
(8 credits)	Production Assignments
	Annual Portfolio Review

Total Credits: 68

*Performing Arts courses that fulfill PA Core-Advanced Drama Studies course requirement include: TH 304, TH 313, TH 315, TH 410, TH 411, TH 412, and TH 562. Other courses include: IN 403, LI 371, LI 372, and LI 385.

Degree Requirements for Bachelor of Fine Arts in Stage and Production Management

PA 101	Languages of the Stage
TH 142, 143, 144, 145	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 121	Introduction to Acting I
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
(4 credits)	Advanced Drama Studies course*
TH 249	Emerson Stage Production Team
TH 250	Design Essentials
TH 275	Introduction to Arts Management
TH 277	Stage Management I
TH 376	Production Management
TH 377	Stage Management II
TH 381	Directing I
TH 477	Stage Management III
8 credits	Directed Study, Production Projects, Internship
4 credits	Related Electives (chosen with advisor)

Total Credits: 68

*Performing Arts courses that fulfill PA Core-Advanced Drama Studies course requirement include: TH 304, TH 313, TH 315, TH 410, TH 411, TH 412, and TH 562. Other courses include: IN 403, LI 371, LI 372, and LI 385.

Degree Requirements for Bachelor of Fine Arts in Musical Theatre

PA 101	Languages of the Stage
TH 141–148 (4 credits)	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
MU 204	Music Analysis I
MU 205	Music Analysis II
TH 123, 124, 221, 222	Acting Courses
(6 credits)	Dance (technique courses as approved)
(6 credits)	Applied Voice (as approved)
TH 327, 328, 427, 428	BFA Musical Theatre Studios
TH 329, 429 (8 credits)	Musical Theatre Dance Rep (as approved)

Total Credits: 72

Students are also required to complete 4 non-tuition credits in Chorus/Musicianship. For students' continued voice development, they are required to complete two semesters of non-credit voice lessons in the sophomore year for a fee of $700 per semester.

Students accepted into the BFA Program in Musical Theatre must audition to continue in the program at the end of the second year. Since an intensive residency is essential to the success of the Studios, BFA Musical Theatre students are not eligible to participate in the Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

Degree Requirements for Bachelor of Arts in Theatre Education

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew

TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
(4 credits)	Advanced Drama Studies course*
TH 121	Introduction to Acting I
	and
TH 122	Introduction to Acting II
	Or
TH 123	Acting I: Movement (with permission)
	and
TH 124	Acting II: Voice and Text (with permission)
TH 381	Directing I
TH 460	Drama as Education I
TH 461	Drama as Education II
(4 credits)	One PA Elective (chosen with advisor)

Total Credits: 44

*Performing Arts courses that fulfill PA Core-Advanced Drama Studies course requirement include: TH 304, TH 313, TH 315, TH 410, TH 411, TH 412, and TH 562. Other courses include: IN 403, LI 371, LI 372, and LI 385.

Students seeking initial licensure in Massachusetts as teachers of theatre, all levels (pre-K–12) must also complete the Educator Licensure requirements (additional 12–20 credits).

Policies

External Programs

Many Performing Arts majors enroll in the semester-abroad program at Kasteel Well in The Netherlands during sophomore year. Acting students have the opportunity to study with European teachers in the same curriculum that is offered in Boston. BFA majors in Musical Theatre may attend the castle program only in the fall semester of their sophomore year. Performing Arts students particularly interested in professional experience in film and television may spend a semester of their senior year at the College's Los Angeles Center. BA Theatre Studies or Education and BA Theatre Studies: Acting or Education: Acting students are eligible for the Los Angeles semester during the September–May academic year. BFA Acting students and BFA Musical Theatre students are not eligible to participate in the Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

Internships

Performing Arts majors may enroll in a maximum of 8 credits of internship with Boston-area, Los Angeles, or national/international companies.

Transfer Students

Due to the limited number of spaces available in Performing Arts Performance Studio courses, students already matriculating at Emerson may not change majors to the BFA Acting, BFA Musical Theatre, or BA Theatre Studies: Acting and BA Theatre Education: Acting programs.

Auditing a Course

Students who wish to attend a course without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in the class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit performance (acting, dance, voice, etc.) or production (theatre design, technology, and management) studio courses in which experiential learning is the primary methodology. Students must gain permission to audit a course from the course instructor and the department chair and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit. Enrollment may not exceed room capacity.

Production Opportunities

The department's major performance spaces include the Paramount Center, which houses a 590–seat art deco theater, the 125–seat Jackie Liebergott Black Box Theatre, the state-of-the-art Bright Family Screening Room, a scene shop, rehearsal studios, practice rooms, and a residence hall; the Cutler Majestic Theatre, a 1,200-seat proscenium house located in the heart of Boston's Theatre District; and the Tufte Performance and Production Center, which encompasses the Semel and Greene Theaters, a makeup studio, and costume design labs.

The Semel Theater is a 218-seat thrust and the Greene Theater is a 108-seat end-stage theater. Emerson Stage, the department's production unit, presents many student-created events annually from a variety of theatrical genres, which are directed by faculty, professional guest artists, and students. Through productions in the Paramount Center, the Cutler Majestic, and the Tufte Center, students are exposed to a wide range of performance and production opportunities.

During the academic year, 8 to 10 major productions are fully mounted at the Paramount, Cutler Majestic, and the Tufte Center. Additional workshop projects offer student actors, directors, dramaturges, designers, and choreographers the chance to create their own work. In April, the Emerson Playwrights Festival is mounted through the generosity of Emerson alumnus Rod Parker '51. It includes workshop productions and staged readings of new work written by students and directed by faculty and guest professionals.

Emerson Stage

Emerson Stage, the production arm of the Department of Performing Arts, presents many events annually, from every major theatrical genre. Casting for Emerson Stage productions is generally limited to Performing Arts majors. Majors are exposed to a wide range of performance and production opportunities, such as mainstage productions in the Cutler Majestic Theatre, Semel Theater, and Greene Theater (in the Tufte Peformance and Production Center); staged readings and workshops led by advanced students, faculty, or guest professional directors; and numerous other performance opportunities.

Class Projects

Directing Projects, Mini-Musicals, Ensemble Projects, Playwriting, and Solo Performance Festivals all may feature the work of students as directors, dramaturges, designers, stage managers, and performers.

Workshop Projects

Faculty, advanced students, and guest artist directors provide further training work for student actors in workshop productions.

Educator Licensure Programs

Students who are interested in obtaining Initial Licensure in Massachusetts as a Teacher of Theatre (all levels, pre-K through grade 12) should see the Educator Preparation and Licensure section of this catalogue and consult with the department's program director of educator preparation as early as possible (or before the end of sophomore year) regarding programs and requirements. Students transferring to Emerson College above the sophomore level should contact the program director for program requirements and admission procedures.

The Theatre Education faculty offers its students review sessions for the Massachusetts Tests for Educator Licensure (MTEL) once each semester. Attendance at one of the review sessions prior to taking the exams is mandatory.

It is recommended that students take the Communicational Literacy Skills (CLST) early in their program and take the Theatre Subject Matter Test (SMT) near the end of their studies, but prior to graduation.

Students who have successfully completed all their course and practicum requirements and who have passed both parts of the MTEL will be considered program completers and be licensure eligible.

The Initial License requires completion of a BA degree in Theatre Education along with completion of the Education Licensure Program. The student teaching practicum must be fulfilled through Emerson. The Licensure Program consists of: TH 265 Foundations of Education, TH 463 Student Teaching Seminar, 2–10 credits of TH 465 Student Teaching Practicum, and PS 202 Developmental Psychology. The last course may also be used toward a student's General Education Liberal Arts distribution in Psychology.

The Initial License is valid for five years, after which time a student wishing to maintain licensure must meet the additional qualifications for the Standard License.

Educator Licensure Requirements
This course of study is required for all students seeking licensure.

TH 265	Foundations of Education
TH 463	Student Teaching Seminar
TH 465	Student Teaching Practicum
PS 202	Developmental Psychology

Minor Programs

Dance Minor

This minor requires 16 credits of coursework that combines dance theory, dance technique, and experience in the creative process within the discipline. Students are required to take the following courses (Note: all dance technique courses require an audition and permission of the dance area head):

DA 203	Perspectives in World Dance
DA 231	Dance Composition I: Improvisation
	Dance Technique (four 2-credit courses)

Music Appreciation Minor

This minor requires 16 credits of coursework selected in consultation with the chair of the Department of Performing Arts. Courses may be elected from the following:

IN 303	Poetry and Song
MU 137	Listening to Music
MU 139	History of Jazz
MU 201	History of Music: European
MU 202	History of Music: American
MU 203	Perspectives in World Music
MU 233	History of Opera
MU 204 and MU 205	Music Analysis I and II
MU 256	Deconstructing 20th-Century Art Music
MU 257	The Musical Premiere: Beauty and the Artist
TH 304	Development of the American Musical
VM 452	Art of Noise

Students may use one course from the General Education requirements toward the minor in Music Appreciation.

Dance Courses

DA 203
Perspectives in World Dance
4 credits
Focuses on learning to "see" and "hear" the form and music of the art of dance across world cultures. Students focus on specific dance ethnographies to understand cultural difference through a study of dance and human movement and to explore contemporary anthropological concerns about representation, globalization, history, and identity. Throughout their study, students focus on various theoretical models in anthropology for studying dance/performance. Fulfills the Aesthetic Perspective and the General Education Global Diversity requirements.

DA 231
Dance Composition I: Improvisation
4 credits
Guides students in the discovery, development, and exploration of their own movement and imagery. The stimuli for dances include personal experiences, abstract ideas, relationships, emotions, and a variety of real or imagined materials. Prerequisite: permission of the dance area head.

DA 233
Ballet I
2 credits
Explores the fundamentals of ballet technique for beginning students. Through the traditional class sequence, students become familiar with ballet terms and technique. The class begins at the barre and progresses to center combinations, which emphasize the development of musicality, flexibility, strength, and control. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 234
Modern Dance I
2 credits
Presents the fundamentals of the concert dance form exemplified in the styles of Graham, Limon, and Cunningham for beginning students. It focuses on the development of technique, including floor work, center, and traveling components. Students explore a wide range of axial and spatial movement while developing flexibility, placement, control, and a concept of dance as a performing art. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 235
Tap Dance I
2 credits
Explores the technique, style, and rhythmic structure of tap dancing. Students work toward expanding the movement vocabulary. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 237
Jazz Dance I
2 credits
An introduction to the American dance form of jazz, including blues and musical theatre dance. Utilizing East Indian and African-Cuban rhythms, this technique is based on exercises and movement developed by choreographer Jack Cole. Classes focus on the development of strength, flexibility, isolation, and control through a series of stretches, strengthening exercises, and center floor combinations. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 271
Dance Practicum
1 non-tuition credit
Students doing substantive work in dance under the supervision of a faculty member may enroll in Dance Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. Only 4 non-tuition credits may be used toward graduation. Requires completion of a project contract and permission of the department chair. May be repeated for credit.

DA 333
Ballet II
2 credits
Students at the intermediate level are encouraged to explore the technical and artistic aspects of classical ballet. Each class begins with a series of exercises at the barre and continues into center floor combinations, which may include pirouettes, beats, and jumps. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 335
Tap Dance II
2 credits
Students at the intermediate level concentrate on exploring more sophisticated levels of technique, style, and rhythmic structure of tap dancing. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 337
Jazz Dance II
2 credits
Training in American jazz dance integrates a number of jazz styles, including Jack Cole, Fosse, and African-Cuban, which are performed today in the musical theatre and in concert. Students work to develop control, strength, and speed, with an emphasis on movement isolation and a clear jazz style. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 430
Dance Repertory
2 credits
Offers students the opportunity to work with a choreographer in the creation and staging of a concert dance, musical theatre, or dance theatre piece. Led by faculty or guest artists, students work in a broad range of choreographic styles. In addition to developing the performance and physical skills necessary for the work, students are expected to engage in research and/or study materials necessary to the performance. The course culminates in a public performance of the work. May be repeated twice for credit. Prerequisite: permission of the dance area head.

DA 434
Advanced Dance Technique
4 credits
Advanced dance students concentrate on further developing strength, flexibility, and control in a wide range of movement vocabulary drawn from the Graham, Limon, and Cunningham styles. Students explore dance phrasing, movement qualities, and develop a strong and focused dance style. May be repeated for credit. Prerequisite: permission of the dance area head.

DA 498
Directed Study: Teaching Dance and Movement
4 credits
Classroom work involves both lecture and studio work, focusing on educational philosophy supporting a dance curriculum, aesthetic principles of dance/movement, and technical aspects of body mechanics. A pre-practicum involving 40 hours of observing/assisting area dance teachers is required. Students learn to prepare lesson plans, which articulate behavioral objectives and methods of evaluation. Students are supervised teaching some of these plans. Prerequisites: 3.0 GPA and permission of the instructor and department chair are required prior to the end of the examination period of the preceding semester.

Music Courses

MU 137
Listening to Music
4 credits
Intended for students with little or no experience in music who want to develop their listening skills and musical understanding. Emphasis is on a non-theoretical study of the elements and compositional principles of music, and careful listening to selected works of master composers in the context of a brief survey of classical music in its historical and social context. Fulfills the Aesthetic Perspective of the General Education requirements.

MU 139
History of Jazz
4 credits
Studies the evolution of jazz, a continuously evolving form synthesizing many different music styles. Attention is given to its African American origins, historical identifications, antisocial tendencies, political aspects, and subjective effects that have effected cultural change. Emphasis is placed on listening to the works of Armstrong, Ellington, Davis, Gillespie, Parker, Monk, Coltrane, and Mingus. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements.

MU 201
History of Music: European
4 credits
Surveys European music from Greek beginnings through the Middle Ages, Renaissance, Classical, Baroque, and Romantic periods up to and including

contemporary musical forms. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 202
History of Music: American
4 credits
Surveys American music from the first American settlers to the present, including the development of such forms as folk, regional, religious, ethnic, jazz, musical theatre, and various popular styles. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 203
Perspectives in World Music
4 credits
Investigates music-making within a variety of cultures, including societies from Africa, the Caribbean, India, the Far East, and Native Americans. Musical experience is examined from both the sonic and social perspectives, including musical form, instruments, and style, as well as music's role as a vehicle for defining and representing social values. Fulfills the Aesthetic Perspective and the General Education Global Diversity requirements.

MU 204
Music Analysis I
2 credits
Introduces the analysis of music, especially as it appears in musical theatre. Topics include song structure, dance forms, and identification of the features in various genres and historical styles. Required for BFA Musical Theatre majors. Prerequisite: MU 301. (Fall semester)

MU 205
Music Analysis II
2 credits
A continuation of Music Analysis I, this course focuses on the music and lyrics of songs and shows in the musical theatre repertoire. The focus moves from basic terminology to a more detailed connection between analysis and performance. Other topics include the structure of entire shows, detailed analysis of duets and other ensemble pieces, and an increased focus on recent musical theatre repertoire. Required for BFA Musical Theatre majors. Prerequisite: MU 204. (Spring semester)

MU 233
History of Opera: Passionate Music, Dangerous Meanings
4 credits
Introduces the musical and aesthetic conventions of opera. Emphasis is placed on listening to representative works and on a historical survey of opera from its birth to the present. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 253
Applied Music: Voice
0 credits
Studio course consists of ten 60-minute lessons with a private instructor. Students may pursue this course on a non-credit basis by payment of a course fee. Available for BFA Musical Theatre majors only. Prerequisite: audition for placement by the coordinator of applied music.

MU 254
Applied Music: Piano
0 credits
Studio course consists of ten 60-minute lessons with a private instructor. Students may pursue this course on a non-credit basis by payment of a course fee. Prerequisite: audition for placement by the coordinator of applied music.

MU 256
Deconstructing 20th-Century Art Music
4 credits
Introduces Western art music of the 20th century to non-music majors. Students chronologically explore diverse styles and genres of music as composed by a panorama of vibrant musical personalities in the 20th century. Students' goal is to demystify some of the construction techniques and resulting sounds that have currently expanded our definition of "e-music." Included in their discovery are discussions on the interplay of music, literature, and the visual

arts as reactive and motivating forces on current 21st-century aesthetics. Students close the course by investigating current trends in art music. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 257
The Musical Premiere: Beauty and the Artist
4 credits
Explores several noteworthy musical premieres in modern European history beginning with the shocking debut of opera in 17th-century Italy to the shocking popular music premieres of the 21st-century United States. Students examine the preparation, actual performance of the work, and the often-revolutionary impact on the broader cultural milieu, as these new works help us to broaden and redefine our concept of beauty. Frequently composed by controversial figures in their day, our methodology includes a recurrent assessment quantifying the effect of the "persona" on the outcome of the premiere. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 301
Chorus
1 non-tuition credit
Students participate in weekly rehearsals leading to the public performance of choral works. Sightsinging, melody, and harmony are the course objectives. Four semesters of Chorus are required for BFA Musical Theatre majors. (Fall and spring semesters)

MU 302
Musical Theatre Repertoire I
2 credits
An intensive and highly focused course in learning how to prepare for musical theatre auditions. Students are assigned new repertoire from the world of musical theatre and perform from memory during most classes. Students discuss and analyze the music chosen and, with the faculty's help, provide constructive criticism of their fellow classmates. An objective of this course is to teach students to perform musical theatre literature with a strong emotional connection. Prerequisites: MU 253, MU 353, and permission of instructor. (Fall semester)

MU 303
Musical Theatre Repertoire II
2 credits
A continuation of Musical Theatre Repertoire I. The objective of this course is to accumulate a wide range of audition material in book form that represents various musical theatre composers. Prerequisites: MU 253, MU 353, and permission of instructor. (Spring semester)

MU 353
Applied Music: Voice
2 credits
Advanced work in vocal technique and development of a repertoire, consisting of ten weekly 60-minute lessons with a private instructor. Required for BFA Musical Theatre majors. No more than 8 credits of Applied Music: Voice may be counted toward credits required for graduation. Prerequisite: audition for placement by the coordinator of applied music.

MU 354
Applied Music: Piano
2 credits
For students for whom the study of piano is relevant to their professional goals. Students have a weekly 60-minute individual lesson. No more than 8 credits of Applied Music: Piano may be counted toward credits required for graduation. Prerequisite: audition for placement by the coordinator of applied music.

Performing Arts Courses

PA 101
Languages of the Stage
4 credits
Introduces students to the various means of expression available to the art of the stage. In addition to an exploration of the techniques of the written script, students are introduced to the visual forms of artistic communication, their history, and the conventions of all theatrical forms. (Performing Arts students only)

PA 271
Performing Arts Practicum
1 non-tuition credit
Students doing substantive work in any area of theatre under the supervision of a faculty member may enroll in Performing Arts Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. May be repeated. Only 4 non-tuition credits may be used toward graduation. Prerequisites: permission of the instructor and department chair.

PA 371–372
Production Project
2 or 4 credits
Students with junior standing may define project work in acting, directing, design technology, stage and production management, arts and business management, musical theatre, theatre education, dance, or dramaturgy. Prerequisites: permission of the instructor and department chair.

PA 471–472
Production Project
2 or 4 credits
Students with senior standing may define project work in acting, directing, design technology, stage and production management, arts and business management, musical theatre, theatre education, dance, or dramaturgy. Prerequisites: permission of the instructor and department chair.

PA 498
Directed Study in Performing Arts
2 or 4 credits
Students are provided the opportunity to explore an area of specialization in the Performing Arts on an advanced level, culminating in a research paper on a topic not covered in the regular curriculum. Prerequisites: 3.0 GPA and permission of the instructor and department chair are required prior to the end of the examination period of the preceding semester.

PA 499
Internship
4 or 8 credits
Students work in professional theatrical or educational settings under the direct supervision of an approved full-time employee at the site and the designated faculty internship coordinator assigned by the Performing Arts Department. Professional experiences on-site may have specific prerequisites, most of which pertain to completion of the appropriate level theory and/or production course at the College; students should obtain details from the internship coordinator. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. Students must attend a department orientation during the semester prior to undertaking the internship, and should plan to attend pre-determined class meetings during the semester. No more than 8 internship credits or 12 credits of any combination of internship and directed study count toward total graduation requirements. Pre-internship participation is required in Career Services' Internship Experience Workshop. Enrollment in Emerson's Los Angeles Program is required for Los Angeles internships. Prerequisites: junior standing, GPA of 2.7 or above, and permission of instructor.

Theatre Courses

TH 121
Introduction to Acting I
4 credits
Introduces the acting process to the non-performance major. Group and individual exercise work develops a relaxed instrument able to respond freely, in the body and the voice, to emotional and external stimuli. The course moves from fundamental explorations through improvisation to work on scripted material.

TH 122
Introduction to Acting II
4 credits
Building on the work of TH 121, this course proceeds to careful study of acting craft through the vocabulary of intentions, actions, obstacles, subtext, and objectives. Prerequisite: TH 121.

TH 123
Acting I: Movement
4 credits
An intensive exploration of movement and improvisation. A variety of improvisatory approaches are employed to tap into individual creativity and to discover the power of group creation. Physical demands increase as the body is emphasized as the instrument of communication. The work includes exploration of space, energy, dynamics, rhythm, and sensory response. Actors learn to channel their physical and emotional energy into dramatic action. Prerequisite: by audition only.

TH 124
Acting II: Voice and Text
4 credits
Bases the actor's work in the experience of voice and language. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth. The course guides students through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. Students use both scripted and improvised material as they discover the two to three octaves of the speaking voice and its connection with thoughts and words. Prerequisite: by audition only.

TH 130
Improvisation I
2 credits
Introduces performance majors to improvisation, developing listening skills, spontaneous playing, and the art of presence. Required for all students enrolled in the Actor Training Program. Prerequisite: by audition only. (Fall semester)

TH 131
Improvisation II
2 credits
Continues the study of improvisation begun in Improvisation I, developing skills from Johnstone, Spolin, and others. Required for all students enrolled in the Actor Training Program. Prerequisite: by audition only. (Spring semester)

TH 140
Rendering
4 credits
Structured to develop fundamental skills in observation, drawing, painting, and modeling, with an emphasis on the application of these skills to the theatrical design process. Students are expected to provide appropriate materials as needed. This is the first course required of students in the Design/Technology concentration.

TH 141–148
Stagecraft Laboratories
2 credits
Offers experience in standard technical craft practices for the theatre. Students study fundamental techniques in selected technical/craft areas including, but not limited to, scenic construction and handling, scene painting, sculpture for the stage, costume and properties construction, make-up prosthetics, masks, electrics, and lighting. Students are expected to provide appropriate materials as needed. Students may complete different Stagecraft units to a total of 8 credits. The Performing Arts core curriculum requires completion of two laboratory units, or 4 credits.

TH 141	Special Topics
TH 142	Electrics
TH 143	Properties Construction
TH 144	Costume Construction
TH 145	Scenic Construction
TH 146	Scene Painting
TH 147	Crafts
TH 148	Masks

TH 149
Emerson Stage Production Crew
0 credits
Performing Arts majors are assigned to crew one Emerson Stage production project during their first year in the program. Successful completion of this crew assignment is required as part of the Performing Arts curriculum. Students who fail to earn a satisfactory grade in TH 149 during their first year may not be eligible for work with Emerson Stage until they do so through a new crew assignment.

TH 150
History of Fashion and Décor: Design Research
4 credits
Explores the development of styles of Western architecture, furniture, and clothing as a demonstration of the human need to express the social, cultural, and psychological ideals of the period in which it occurs. From the Greeks to the 17th century, the period is presented within its historical-sociological context. The period visual elements are examined according to shape, style, construction, function, and evolution of appearance.

TH 203
Perspectives in World Theatre
4 credits
Looks at theatre and performance as an essential component and expression of culture. Surveys material in select time periods and global settings to demonstrate how the various elements of theatre work to reflect and shape culture on issues such as nationality, ethnicity, race, religion, gender, sexuality, class, and age. In order to do so, this course examines the roles and practices of directors, designers, dramaturges, and playwrights throughout the world from the classical to the postmodern period, and of varying theatrical styles. Readings include plays and historical material, as well as dramatic theory and criticism. Students attend lectures, participate in group work, view theatrical performances and videos, and talk to professionals in the field. Fulfills the Aesthetic Perspective of the General Education requirements.

TH 204
Theatre into Film
4 credits
Explores the artistic languages of theatre and film. Dramatic material written for the stage is read and analyzed and the process of adaptation of that material is explored. Texts include the works of such playwrights as Shakespeare, Strindberg, Williams, and Albee. Film texts include the work of directors such as Lumet, Cukor, Solberg, and Nichols. Fulfills the Aesthetic Perspective of the General Education requirements.

TH 205
Dress Codes: American Clothes in the 20th Century
4 credits
Examines American clothes and fashion in the 20th century, with a primary focus on the visual elements of everyday dress. Six distinct periods are studied according to the silhouette and decorative details of each. Further, each fashion period is studied within the context of its indirect influences (social, cultural, historical, technological, economical). Particular focus is given to concepts of masculinity and feminity, and gender ambiguity; challenges to gendered clothes (such as trousers on women, long hair on men); and anti-fashion (zoot suits, beatniks, hippies, punk, goth). Fulfills the Aesthetic Perspective of the General Education requirements.

TH 215
World Drama in Its Context I
4 credits
Surveys theatre and drama from the Greeks through the Restoration, with a focus on the major periods of Western theatre and dramatic literature: the Greeks, Roman theatre and drama, Medieval theatre, Elizabethan drama, Italian Commedia Dell'arte, Spanish Golden Age, French Neo-Classicism, and Restoration. In addition, students survey Eastern classical theatre and drama with a particular emphasis on the Sanskrit theatre, the Chinese drama and the Peking Opera, and the classical theatre of Japan, including Kabuki, No, and the puppet theatre. There are selected readings of plays in their historical context with particular attention paid to theatrical styles of plays and production. (Fall semester)

TH 216
World Drama in Its Context II
4 credits
Surveys theatre and drama from the late 17th century to the present. The major periods of world theatre and drama, Romanticism, Modernism, and Post-Modernism are studied with particular emphasis on 20th-century theatre and drama throughout the world, including Africa, Asia, and Latin America. Attention is given to the work of both women

and men. Theatrical conventions, innovations, and techniques developed in the Western and non-Western theatres are explored. (Spring semester)

TH 221
Acting III: Basic Scene Study and Acting Craft
4 credits
Intensive scene study builds on TH 123 and TH 124 (movement, improvisation, and voice) to ensure a personal commitment in the way students approach and experience scene work and acting technique (Meisner, Michael Chekhov, etc.) from the canon of various plays. Emphasizes the text, context, subtext, and the given circumstances of each play studied. Actors' scene breakdown, intentions, actions, obstacles, objectives, and moment-to-moment work are some of the tools used to bring scenes from these plays to life. Prerequisites: TH 123 and TH 124. (Fall semester)

TH 222
Acting IV: Ensemble Acting and Performance
4 credits
Students combine and deepen the creative work accomplished in TH 123 and TH 124. Along with imagination, intelligence, and emotional availability, they form the actor's instrument and are put into service of a playwright's scripted material. This amalgam is the basis of work on a scripted ensemble play, which is performed at the end of the semester. Ensemble techniques that explore the theatre's collaborative nature are used. Prerequisite: TH 221. (Spring semester)

TH 240
Drafting
4 credits
Through weekly projects, students learn graphic techniques in drafting for theatrical production. The focus is on conventional symbolization, development of ground plans, sections, elevations, orthographics, isometrics, and construction drawings. Students are expected to provide appropriate materials as needed.

TH 242
Lighting Design I
4 credits
Basic principles of stage lighting design are introduced, including the mechanics and optics of lighting instruments, electrical theory and practices, control systems, basic design concepts, and color theory. Controllable qualities of light are investigated and demonstrated through students' participation on a lighting crew for a department production. Design techniques are developed through a complete lighting design project. Students are expected to provide appropriate materials as needed.

TH 243
Sound Design
4 credits
Introduces the basic principles of theatrical sound design and the practices and skills required to develop a production's sound design and supportive technical documentation. Students are introduced to script analysis, system layout, effects development, source researching, and organization. The combined hands-on presentations and class assignments allow students to develop a working knowledge of the sound designer's responsibilities and skills. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 244
Costume Construction
4 credits
Introduces basic costume patterning and construction methods. Students not only study draping, drafting, and flat-patterning, but also learn terminology, equipment usage, and the skills necessary to the entire costuming process. Students are expected to provide appropriate materials as needed. Prerequisite: Performing Arts majors only. (Semester varies)

TH 245
Scene Design I
4 credits
Introduces the fundamental principles of design. Students learn how proficiency in a core set of design skills can lead to effective performance in a variety of theatrical and commercial production situations. Students are expected to provide appropriate materials as needed. Prerequisite: Design/Technology majors only.

TH 247
Make-Up: Theatre
2 credits
Presents a comprehensive study of the art of traditional make-up for the stage. Through the use of cosmetics and prosthetics, students learn to execute corrective, character, and age make-up. Students are expected to provide appropriate materials as needed.

TH 248
Costume Design I
4 credits
Students develop an understanding of the basic principles of costume design, character analysis, and costume design presentation. Lectures and class discussions prepare students to confront specific problems in design projects. Students are expected to provide appropriate materials as needed.
(Fall semester)

TH 249
Emerson Stage Production Team
0 credits
Offers a semester-long experience in the technical areas of theatrical production for BFA Theatre Design and Technology majors. Each team develops advanced skills in the major craft areas by working on Emerson Stage productions in selected areas for an entire semester. Students are expected to provide appropriate materials as needed.

TH 250
Design Essentials
4 credits
Introduces the theatrical design process and personnel within the regional theatre model. Emphasis is placed on the interconnection between the various design areas and their function in the process of making theatre. Students explore script analysis from the designer's point of view, review various production styles and venues, and experience current production design approaches. This course exposes students to some of the basic skills and processes employed by theatrical designers. Students are expected to supply appropriate materials as needed and attend selected theatrical productions.
(Semester varies)

TH 265
Foundations of Education
4 credits
Examines the basis of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives are employed to investigate these issues, including, but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. Prerequisite: Theatre Education majors only.
(Spring semester)

TH 275
Arts Management I
4 credits
Explores the theory and practice of arts management, with particular focus on theatre management. Extensive readings in arts management provide a foundation for further work in the field.
(Spring semester)

TH 277
Stage Management I
4 credits
The fundamentals of stage management are explored through readings, discussion, written exercises, and appropriate hands-on experience. Prerequisite: Performing Arts majors only.
(Fall semester)

TH 304
Development of the American Musical
4 credits
The development of American musical theatre from the early minstrel shows to the works of Stephen Sondheim is studied with a critical examination of representative musicals. Slides and recordings of Broadway productions supplement the lectures. Prerequisite: junior standing. (Semester varies)

TH 313
African American Theatre and Culture
4 credits
African American drama and theatre in Africa and America are studied from their origins in African ritual and in early 19th-century America to the present. Lectures and discussions focus on traditional and modern drama and theatre, as well as significant periods of dramatic activity such as the Harlem Renaissance, the Federal Theatre Project, and the Black Arts Movement, and on representative works by major contemporary African and African American dramatists. Prerequisite: junior standing. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

TH 315
Topics in Contemporary Theatre
4 credits
Covers various topics in the aesthetics of contemporary theatre with particular focus on the history, theory, and criticism of selected contemporary performers and directors, such as Robert Wilson, Richard Foreman, Anne Bogart, Tadeusz Kantor, Jerzy Grotowski, Peter Brook, Julie Taymor, and Tadashi Suzuki, and groups such as Open Theatre, Living Theatre, and Mabou Mines. May be repeated for credit if topics differ. Prerequisite: junior standing. Fulfills the Aesthetic Perspective of the General Education requirements. (Spring semester)

TH 325
BFA Acting Studio I
4 credits
Intensive discovery of acting technique that builds on the first two years of voice and movement/improvisation work to ensure a personal commitment in the way a student studies and experiences scene work through the vocabulary of intentions, actions, obstacles, subtext, and objectives. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. May be repeated once for credit. Prerequisite: BFA Acting majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 326.

TH 326
BFA Acting Studio II
4 credits
Continuation of the intensive studio training work of TH 325 students in the BFA program in Acting. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. May be repeated once for credit. Prerequisite: BFA Acting majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 325.

TH 327
Advanced Musical Theatre Technique I
4 credits
Intensive technique work in acting and musical theatre repertoire. Significant personal and group preparation is required outside of class. Semester includes specific instruction in "clean singing." Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 329 or TH 429. (Fall semester)

TH 328
Advanced Musical Theatre Technique II
4 credits
Continuation of the intensive studio training work of TH 327 for students in the BFA program in Musical Theatre. Scenes from musical theatre and plays as well as advanced musical solo work are considered. Significant personal and group preparation is required outside of class. Semester includes specific work in dialects. Prerequisite: TH 327. Co-requisite: TH 329 or TH 429. (Spring semester)

TH 329
Musical Theatre Dance Repertoire I
2 credits
Students are assigned to class by skill level as determined by musical theatre and dance faculty. Students explore various styles of musical theatre dance and hone their audition and performance skills. May be repeated for credit. Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 327, TH 328, TH 427, or TH 428.

TH 340
AutoCAD
4 credits
Students learn to use the technology of computer assisted drafting (CAD) to communicate common graphical information required in theatre design and technology. This includes the creation of ground plans, elevations, section views, orthographic views, technical details, and light plots. Students produce both electronic files and printed documents that conform to accepted theatre graphics standards. The techniques of 3D modeling and rendering are also introduced. Prerequisite: TH 240.

TH 342
Lighting Design II
4 credits
Presents approaches to lighting design and poses specific design problems for students to solve. Attention is also given to color, composition, cueing, and production through presentations and discussions in class. Students participate in department productions as assistant designers and electricians. Students are expected to provide appropriate materials as needed. Prerequisite: TH 242. (Semester varies)

TH 345
Scene Design II
4 credits
Builds on the experience of fundamental level coursework. Students develop methods for solving the practical and aesthetic problems that a professional designer, working in theatre and allied fields, will encounter. Students are expected to provide appropriate materials as needed. Prerequisite: TH 245.

TH 346
Scene Painting
4 credits
Students practice with a variety of scene shop paint media and surfaces while they learn how to depict both natural and architectural forms. Both large-scale backdrop painting and more detailed faux finish techniques are studied. Students are expected to supply appropriate materials as needed. Prerequisite: Performing Arts majors only.

TH 347
Make-Up Effects for Film and Television
2 credits
This basic course in the art of film and television make-up effects includes the use of refined cosmetics and prosthetic techniques to execute character, age, and casting molds to create appliances for extreme stylistic character make-up on a studio partner. Students are expected to provide appropriate materials as needed. Co-requisite: TH 247.

TH 348
Costume Design II
4 credits
Explores advanced design principles and processes in all areas of costume design. Students experience the complete process of designing costumes for a given project, including (a) creating and presenting

the design concept; (b) developing appropriate paperwork for counting, building, and running costumes; and (c) budgeting specs and rendering final sketches. Students produce a portfolio of work and learn to communicate professionally with other members of the theatrical production team. Students are expected to provide appropriate materials as needed. Prerequisite: TH 248. (Semester varies)

TH 350
Topics in Design Presentation
4 credits
Various topics provide design students with the opportunity to develop specific skills in the presentation of design concepts including, but not limited to, the areas of costume design, scenic design, lighting design, museum exhibition and installation, and/or design for film and television. Work focuses on design research, conceptualization, and methods of artistic presentation appropriate to the specific design area. Students may study model building, advanced rendering technique, drawing, computer graphics, collage, mixed media, and/or portfolio presentation. Students are expected to provide appropriate materials as needed. Prerequisite: TH 140 or TH 240. (Semester varies)

TH 375
Arts Management II
4 credits
A detailed exploration of the theory and practice of arts management using current case studies from within the field. Exploration includes extensive readings, guest speakers, research, group discussions, and writing exercises. Prerequisite: TH 275.

TH 376
Production Management
4 credits
Explores professional production management in theatre, ranging from commercial and nonprofit regional theatre models to touring and special events management. (Spring semester)

TH 377
Stage Management II
4 credits
Addresses the students' needs for comprehensive intermediate instruction, primarily focusing on the position of the assistant stage manager and how he or she functions not only within the stage management team but also as a collaborator/facilitator on plays and musicals. Prerequisite: TH 277.

TH 381
Directing I: Fundamentals of Directing
4 credits
Major principles of play directing are studied. Through comprehensive script analysis, students become familiar with the structure of a play as a basis on which the various elements of theatre can be organized to achieve dramatic unity. Laboratory application of directing practices introduces students to the techniques employed by a director to communicate with actors and audience, including principles of composition, movement, stage business, and rhythm. Prerequisite: junior standing.

TH 388
Playwriting I
4 credits
Working from the reading and analysis of contemporary plays, from discussions of contemporary theatrical techniques, and from exercises through which the student writer gains access to personal material, the major focus of the semester is the writing and revision of several drafts of at least 1 one-act play suitable for production on stage. Pieces, scenes, and whole plays are read in class and active participation in the workshop process is a required component of the course. Prerequisite: junior standing. (Semester varies)

TH 410
Principles of Dramaturgy
4 credits
Provides theoretical and critical background to the profession of dramaturgy. Explores the history of dramaturgy as well as different professional venues

and the variety of tasks that dramaturges perform within a particular venue. Introduces students to the areas of dramatic criticism (theatre critics and scholars, translators, script analysts, and editors), literary office dramaturgy (new script analysis, season planning, literary management of the theatre, etc.), and production dramaturgy (working with the director, audience outreach, new play development, etc.). Prerequisite: TH 215.

TH 411
Topics in Drama Studies
4 credits
Various offerings in dramatic literature, theatre history, and/or criticism including, but not limited to, modern American drama, contemporary European and American drama, contemporary women playwrights, gay and lesbian drama, Shakespeare and the Greeks, the history of acting, the history of the physical theatre, and performance studies. All courses are reading, research, and writing intensive. May be repeated for credit if topics differ. Prerequisite: TH 215.

TH 412
Play Analysis
4 credits
Introduces students to the art and skill of play analysis, with an eye toward production and cultural significance. Students learn building blocks of dramatic structure and analyze how structure contributes to the understanding of a play. They study plays, critical essays, and performances spanning 25 centuries of Western theatrical practice. Part of the class time is devoted to mapping the structures of the plays and analyzing how these structures may be used to create textually supported interpretations both on stage and in writing. Students explore the material through lecture, discussion, videos, and group activities. Prerequisite: TH 215.

TH 421
Advanced Acting: Special Topics
4 credits
Intensive scene study and acting technique exploring specific issues of style, genre, or other defined topics. Topics offered may include, but are not limited to, Shakespeare, the Greeks, Stage Combat, Comedy, Auditions and Monologues, scene work from modern drama, Asian approaches to theatre and performance, Self-Scripting, Solo Performance, Advanced Voice/Dialects, Acting for the Camera, and Musical Theatre Performance. May be repeated for credit if topics differ. Prerequisites: TH 221 and TH 222.

TH 422
Acting for the Camera
4 credits
Prepares acting students for work on camera. Coursework includes: improvisation, monologues, and scene work. A portion of the course is devoted to the business of acting with special attention to film and television auditioning. Technical skills for film and television performance and an introduction to the elements of film production and emerging media are a component of the course. Part of the semester is devoted to working with a Visual and Media Arts undergraduate directing class. Prerequisites: TH 221 and TH 222.

TH 425
BFA Acting Studio III
4 credits
Continuation of the intensive studio training work of TH 325 and TH 326 for students in the BFA program in Acting. Scene study problems move toward issues of style, including a range of aesthetic and acting style issues. This studio course integrates experiences in voice, movement, stage combat (including unarmed and Elizabethan rapier), and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. May be repeated once for credit. Co-requisite: TH 426.

TH 426
BFA Acting Studio IV
4 credits
Continuation of the intensive studio training work of TH 425 for students in the BFA program in Acting. Beyond continued scene work, significant attention is paid to audition technique and to a thorough orientation to the profession and the business of acting. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. May be repeated once for credit. Co-requisite: TH 425.

TH 427
Musical Theatre Styles I
4 credits
An intensive investigation of pop-rock styles, both in pure pop repertoire and contemporary musical theatre repertoire, in solo work and scenes. The semester culminates in individual cabaret performances, created by the students themselves, in a public performance. Prerequisite: TH 328. Co-requisite: TH 329 or TH 429. (Fall semester)

TH 428
Musical Theatre Styles II
4 credits
Senior-level BFA Musical Theatre majors continue the exploration of musical theatre genres and styles as they propose, rehearse, produce, and perform their own final projects in collaboration with their classmates. These projects are full concert-style performances of complete works from the musical theatre canon. In addition, one class per week is devoted to preparations for the Senior Showcase, which is performed for students, families, and industry professionals during commencement weekend. Prerequisite: TH 427. Co-requisite: TH 329 or TH 429. (Spring semester)

TH 429
Musical Theatre Dance Repertoire II
2 credits
Students are assigned to class by skill level, as determined by musical theatre and dance faculty. Students explore various styles of musical theatre dance and hone their audition and performance skills. May be repeated for credit. Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 327, TH 328, TH 427, or TH 428.

TH 440
Technical Theatre Laboratory
2 or 4 credits
Various workshops are structured to introduce students to a broad range of technical experience. The subject matter for these workshops may include:

- Properties design and construction
- Audio design for performing arts
- Advanced electrics
- Design and construction for film and television

Students are expected to provide appropriate materials as needed. Course may be repeated up to a total of 8 credits. Permission of instructor required.

TH 441
Topics in Technical Design
4 credits
Introduces the organization of the scene shop, tool maintenance and usage, construction techniques, technical drawing development, computer applications, rigging, and time and material budgeting. Students complete class projects and work on Emerson Stage productions. Students are expected to provide appropriate materials as needed. May be repeated for credit. Permission of instructor required.

TH 443
Lighting Design III
4 credits
This advanced course encompasses esthetic, technical, and practical instruction in the development of the art and craft of lighting design as it applies to museums, exhibits, event design, and other non-traditional venues. Students learn the skills necessary to move a lighting design from client meetings to completion with a special focus on how that design will be represented in the many venues required in event planning. Additionally, students learn to analyze client needs and translate ideas into visual images to be presented at the event. Prerequisite: TH 342. (Semester varies)

TH 450
Drawing for Theatre and Film
4 credits
Encourages students to view drawing as an organizing tool for thought, personal image exploration, and as an art of visual storytelling. Students create work exploring materials suited to their ideas, using a variety of media and papers. Lectures and visual presentations introduce students to artists in the worlds of fine arts, theatre, and film for whom drawing is an integral part of their creative process: William Kentridge, Robert Wilson, Eric Drooker, Raymond Pettibon, and a number of classic and contemporary artists whose drawing communicates information, narrates a story, creates a scenario, or conjures a world or system of belief.

TH 460
Drama as Education I
4 credits
Examines the philosophy behind the teaching of theatre and the use of drama as an educational tool in classroom, workshop, and production settings. Students learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There are 40 hours of pre-practicum work, including observations of area theatre and drama classes from grades pre-K through 12. Course is open to any Performing Arts major and others with permission of instructor. It is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Fall semester)

TH 461
Drama as Education II
4 credits
Students delve more deeply into the philosophy and practice of teaching through drama and theatre. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Course is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 463
Student Teaching Seminar
2 credits
Students concurrently enrolled in TH 465 Student Teaching Practicum also attend this weekly seminar to explore issues, resources, questions, problems, and solutions to the teaching/learning challenges they are facing in their practicum experience. Topics pertinent to beginning teachers, including classroom management strategies and curriculum and lesson plan development, are explored. Students reflect on their teaching experiences and critically examine their current and future roles as classroom instructors. Students will understand the need for a community of teachers and gain a sense of confidence about their teaching skills. Prerequisites: TH 460 and permission of the Theatre Education program director. Co-requisite: TH 465.

TH 465
Student Teaching Practicum
2–10 credits
An 8- to 14-week practicum provides supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to

students who have completed their education program sequence. Prerequisites: TH 460 and permission of the Theatre Education program director. Co-requisite: TH 463.

TH 467
Special Topics in Theatre Education
4 credits
Examines such topics as theatre-in-education, puppetry, playwriting with and for youth, theatre education outreach, and the teaching of dance and movement. Subject matter varies each semester. May be repeated for credit. Prerequisite: TH 460 or TH 461. (Semester varies)

TH 470
Design in Practice Topics
4 credits
In this advanced course of study, students develop the required practical skills necessary for the design and execution of a theatrical production design. Students further develop the ability to analyze a script, song, or score and translate the ideas therein into visual images. They learn to move a design from concept to completion under the actual "in theatre" conditions, while still maintaining a safe, constructive learning environment. They put into actual practice the equipment, methods, procedures, and skills necessary to implement a successful design. May be repeated for credit. Students are expected to provide appropriate materials as needed. Prerequisites: permission of instructor and first-level design class depending on topic.

TH 475
Practicum: Arts Management
4 credits
Students gain practical experience in arts management under faculty supervision. Includes reading and writing assignments, as appropriate, for the serious arts management student. May be repeated for credit. Prerequisites: TH 275 and department permission.

TH 477
Stage Management III
4 credits
Provides students with the additional tools, techniques, and information to build the bridge from practicing stage management in an educational environment to the professional theatre or MFA program through in-depth study of the Actor's Equity Rules, creation of complex repertory rehearsal schedules of multiple productions, and hands-on training exercises of calling musical show cues with lighting, automation, and fly to music with cue lights. Prerequisite: TH 377. (Fall semester)

TH 479
Topics in the Business of Theatre
4 credits
Various topics related to the business of theatre for future working professionals are explored. Different sections approach issues relevant to specific career paths, i.e., acting, design, stage management, etc., such as: the finding of appropriate audition material, and audition and casting process in theatre, film, and television; the requirements for admission to professional trade unions, AEA, and exploration of service organizations; issues of titles, licenses, and/or permits; preparing a professional résumé and/or portfolio, job strategies using online sources for entry-level work; entrepreneurial opportunities and interaction with allied businesses and fundraising for nonprofit companies; and other topics as appropriate to individual sections. Prerequisites: Performing Arts majors only and junior standing. (Semester varies)

TH 482
Directing II: Theory and Practice
4 credits
Extending the experiences of Directing I, this course emphasizes the application and unification of stage directing techniques and theories leading to a concept for production. Through selected scenes and projects for class presentation, students continue the exploration of materials and methods of communicating the dramatic content of a script to an audience. Prerequisite: TH 381.

TH 488
Playwriting II
4 credits
Includes, but is not limited to, the study of dramaturgical elements in the work of contemporary and classic playwrights, as well as continued study of story development, structure, and the use of dialogue. Students present a variety of work in class, their own and the work of others, looking at plays from the perspective of the actor, director, designer and, most importantly, the audience. By the end of the semester, students complete the first draft of a newly conceived full-length play or the third draft of the one-act play begun in Playwriting I. Prerequisite: TH 388.

Courses at the 500-level may not be taken by any student who is not a senior at the time the course is offered.

TH 514
Theatre Studies Seminar
4 credits
Examines and explores various topics in theatre studies, including, but not limited to, the areas of theatre history, criticism, theory, aesthetics, performance studies, and dramatic literature. May be repeated for credit if topics differ. Prerequisite: TH 216. (Semester varies)

TH 521
Ensemble Workshop Topics
4 credits
Students create a workshop production focused on a collective approach to theatrical collaboration. Research and in-depth study of the chosen source material accompany practical application and approaches to working in an ensemble, leading to a public showing of the group's work. May be repeated once for credit. Prerequisite: permission of instructor. (Semester varies)

TH 540
Puppetry
4 credits
The art of puppetry and the basic methods of construction, operation, manipulation, and performance of puppets are examined. Emphasis is on the use of puppets as an educational tool. Projects include creating examples of each of the four major types of puppets: shadow, hand, rod, and marionette—using a range of construction techniques and materials appropriate to an educational setting. The course culminates in the construction of puppets for in-class presentations. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 562
Theatre for Young Audiences
4 credits
Introduces the scope, purposes, and history of theatre experiences for children and adolescents. Topics include play reading and analysis, the examination of formal and participatory theatre, and theatre-in-education techniques. Prerequisite: Performing Arts majors or permission of instructor. (Fall semester)

TH 567
Playwriting for and with Youth
4 credits
Introduces a variety of schemes and stimuli to use in writing scripts for child or youth audiences or to use in helping young people write their own plays. Attention is given to freeing and stretching the imagination, issues of structure, and methods of play development, culminating in readings of new work. Class work includes writing, improvising, reading aloud, critiquing, and discussing work for and with youth. Prerequisite: Performing Arts majors only. (Semester varies)

TH 579
10K and Under: Writing the Small Arts Grant
4 credits
Students design grant proposals with a focus on community-based projects, learning grant writing, skill building, and developing relationships with local arts funders and community artists successful at grant writing and community-based collaborations. Skills include research, budget preparation, developing "boilerplate" data, and writing for specific constituencies and potential audiences. (Semester varies)

TH 584
Directing the Musical
4 credits
Explores the conceptual and structural material pertinent to the musical play form with emphasis on developing skills in the staging of the materials through the coordination of music, lyrics, and dialogue. Each student is required to stage scenes from musicals for class demonstration. Selected students are assigned to stage mini-musicals for public presentation. Prerequisites: Performing Arts majors only and permission of instructor. (Fall semester)

TH 589
Playwriting Workshop
4 credits
Provides students with the ability to experience exercises designed to generate ideas, develop playwriting technique, and explore the theatrical realization of text. Prerequisite: TH 388. (Semester varies)

Professors Cooper, Roberts-Breslin, Shattuc, Shaw, and Wacks (Chair); Associate Professors Andrade-Watkins, Archambault, Cook, Fields, Freeman, Fry, Gaucher, Gianvito, Gordon, Kingdon, Knight, Knight, Kotz Cornejo, Lake, Macak, Methot, Ramey, Sabal, Schaefer, Selig, Sheldon, Stawarz, Todd, and Wang; Assistant Professors Banks, Belkina, Bosmajian, Ildari, Lee, and Turano; The Lois and Henry Foster Chair in Contemporary Art Theory and Practice Ketner; Distinguished Director-in-Residence Life; Distinguished Producer-in-Residence Reisman; Senior Director-in-Residence Patton-Spruill; Senior Scholars-in-Residence Feil and Flynn.

The Department of Visual and Media Arts educates students to become informed, ethical, creative, and disciplined scholars and practitioners while learning to present ideas and tell stories. The department's faculty encourages broad-based learning built on a balance of theory and practice and is dedicated to including the perspectives of many cultures and nations. Students gain an understanding of the social, political, and cultural implications of the visual, media, and sound arts, so that they develop an appreciation of the principles that lead to reasoned and humane outcomes.

Programs

The Department of Visual and Media Arts offers a curriculum designed to provide students with a comprehensive education in media arts, including screenwriting, film, TV, interactive new media, and sound and game design. The department offers two tracks within its Bachelor of Arts (BA) curriculum: Media Arts Production and Media Studies, as well as a Bachelor of Fine Arts (BFA) degree in Media Arts Production.

Degree Requirements for Bachelor of Arts in Media Arts

Production Track

The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BA in Media Arts Production program:

1. Students will demonstrate an understanding of the history, theory, and practice of visual and media arts.
2. Students will demonstrate technical proficiency in media arts production.
3. Students will create media arts with originality and aesthetic coherence.
4. Students will demonstrate their ability to research and analyze issues in media arts.
5. Students will learn to apply ethical principles in the production and analysis of media arts.

The following degree requirements pertain to the Production Track of the Bachelor of Arts degree. Forty-four credits in Visual and Media Arts plus 8 credits in upper-level Liberal Arts are required for a major under the BA degree. Students are encouraged to combine elements of study from diverse areas offered by the department in order to broaden their knowledge and adaptability, and to serve their artistic and intellectual interests as well as their career goals. Students should remain in contact with the department and their academic advisor for information pertaining to requirements and course offerings.

In addition to the General Education and major requirements, all students are required to complete at least two courses at the 300 or 400 level from the following Liberal Arts areas:

HI	History
IN	Interdisciplinary Studies
PH	Ethics, Philosophy, or Religion
PL	Political Science
PS	Psychology
SC	Science
SO	Sociology

TH 304, 313, 315
VM 315, 409, 410

I. Visual and Media Arts Foundations
12 Credits
The Visual and Media Arts Foundations offers the student a broad theoretical, historical, and practical introduction to the media arts.

Required Courses

VM 100	History of Media Arts I
VM 101	History of Media Arts II
VM 102	Dimensions of Creativity
Or	
VM 120	Foundations in Visual and Media Arts Production

Students are required to attend a workshop on production safety while enrolled in VM 102 or VM 120.

II. Introduction to Disciplines
16 Credits Minimum
At the Introduction to Disciplines level, students explore one or more of the department's main discipline areas.

Required Courses

VM 200	Media Criticism and Theory

***At least one of the following:**

VM 202	Critical Listening
VM 220	Writing the Short Subject
VM 221	Writing the Feature Film
VM 222	Writing for Television

***At least two of the following:**

VM 230	Introduction to Film Production
VM 231	Intermediate Film Production
VM 240	Introduction to Video Field Production
VM 241	Introduction to Studio Television Production
VM 250	Introduction to Sound Principles and Audio Production
VM 251	Location Sound Recording
VM 260	Introduction to Interactive Media
VM 261	Computer Animation

*Students intending to specialize in Sound Design/ Audio Post-Production must take VM 202. Students intending to specialize in Writing for Film and

Television must take two courses from VM 220, VM 221, and VM 222, and only one of the courses numbered from VM 230 to VM 261.

III. Specializations
16 Credits Minimum
Following the development of basic production skills in Level 2, students develop a course of study based on their declared specialization. Specializations permit students to concentrate in a particular production medium, in a set of production skills, or in a specific genre. Requirements for each specialization are available on the department's website and from the Advising Center. Degree audits are available to students on the Emerson website. Candidates for the Bachelor of Fine Arts degree should refer to the description of additional BFA requirements in subsequent pages.

Required Courses

VM 402	Seminar in Media Arts Topics

In addition to VM 402, students are required to complete at least one additional advanced visual and media studies course numbered 300–315, 400–418, or 500–519.

A Production Specialization is a sequence of classes specifically designed to develop expertise in one of the areas listed below. Students must take at least two Specialization courses. Students must complete 200-level writing and production requirements and have junior standing to take 300-level specialization courses.

Animation and Motion Media
Cinematography/Videography
Directing Narrative Fiction
Documentary Production
Experimental Media Production
Film
Interactive Media
Post-Production
Producing
Sound Design/Audio Post-Production
Studio TV Production
Writing for Film and Television

BA Production Capstone Project
During a student's final semesters, the option of working on advanced production projects is available. Students can apply to register for VM 491 Capstone Project, which provides the opportunity for students to realize a one-semester production project, reel, or portfolio in their senior year. The capstone project is optional for the BA degree. Registration for VM 491 requires faculty committee approval. Students seeking to pursue a year-long course of work on a thesis-level project and a more rigorous course of study may apply to the Bachelor of Fine Arts (BFA) program. More information about the BFA degree program is provided in the following section.

Media Studies Track
The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BA in Media Studies program:

1. Students will demonstrate an understanding of the history, theory, and practice of media arts.
2. Students will demonstrate basic skills in media arts production.
3. Students will generate and conduct their own research in the history and theory of media arts.
4. Students will apply ethical principles in the research and analysis of media arts.

The Media Studies Track is designed for students whose focus is the scholarly study of the media arts, especially those students desiring preparation for careers in media criticism, publishing, industry research, or advanced studies in media arts or law.

I. Visual and Media Arts Foundations
12 Credits
The Visual and Media Arts Foundations offers the student a broad theoretical, historical, and practical introduction to the visual and media arts.

Required Courses

VM 100	History of Media Arts I
VM 101	History of Media Arts II
VM 102	Dimensions of Creativity
Or	
VM 120	Foundations in Visual and Media Arts Production

Students are required to attend a workshop on production safety while enrolled in VM 102 or VM 120.

II. Visual and Media Arts Theory and Practice
8 Credits

Required Courses

VM 200	Media Criticism and Theory
	One 200-level production
	or
	writing course

III. Visual and Media Studies
16 Credits Minimum

Required Courses

VM 402	Seminar in Media Arts Topics

In addition to VM 402, students are required to complete at least three additional advanced visual and media studies courses numbered 300–315, 400–418, or 500–519.

IV. Visual and Media Arts Electives
8 Credits

Required Courses
Two Visual and Media Arts elective courses

Degree Requirements for Bachelor of Fine Arts in Visual and Media Arts

The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BFA in Media Arts Production program:

1. Students will demonstrate an understanding of the history, theory, and practice of visual and media arts.
2. Students will demonstrate technical proficiency in media arts production.
3. Students will create media arts with originality and aesthetic depth.
4. Students will demonstrate their ability to research and analyze media arts.
5. Students will apply ethical principles in the production and analysis of media arts.
6. Students will create an advanced level project in their own media specialization.

Students are encouraged to pursue a Bachelor of Fine Arts degree (BFA), which includes a yearlong, intensive capstone project in the student's chosen medium. The BFA encourages innovative exploration of voice, form, culture, and genre.

Application
Students are eligible to apply for entry to the BFA program in their junior year. Applications and information about the application process are available through the office of the BFA program director in the Visual and Media Arts Department. Students applying for the BFA should have a minimum grade point average of 3.0 and should maintain at least a 3.0 grade point average to continue. Students with a GPA of less than 3.0 may appeal by petition to the BFA committee. Admission to the BFA program is competitive.

Requirements
Thesis Project: Students admitted to the BFA program must complete their thesis project by the end of their last semester at the College on the Boston campus.

Courses
In addition to the requirements listed in the Bachelor of Arts Production Track above, an additional 16 credits in media production courses are required for the BFA degree (see specializations), including two consecutive semesters of VM 490 BFA Production Workshop to be taken during the student's final two semesters on the Boston campus. All students must submit portfolios, transcripts, and project proposals by the designated deadline for BFA committee review for admission to VM 490. Admission is by committee approval only.

The remaining 16 credits of media production course requirements must include:

1. An advanced-level course in the student's chosen field of production, and
2. An advanced-level production elective that supports development or completion of the final project.

Students should note that the BFA program leaves limited opportunity for electives. Students must consult the BFA program director for detailed information on the required and recommended elective coursework for the BFA degree.

Policies

1. At least 20 of the Visual and Media Arts degree credits, which count toward meeting the major requirement, must be taken at Emerson College.
2. For students entering in Fall 2010 and after: During junior and senior years, students must take two courses in the liberal arts at the 300-level or above from courses approved by the department. These courses may not also be used to satisfy a General Education or major requirement.
3. No more than one course in which a student earns a D may be counted toward the major requirements.
4. Sophomores are limited to a maximum of 8 credits of major courses each semester.
5. Juniors and seniors are limited to a maximum of 12 credits of major courses each semester.

Transfer Policy

Any student in the College wishing to apply for transfer into the Visual and Media Arts Department must do so by the designated deadline, have a GPA of at least 3.5, and provide a two-page, double-spaced statement that clearly explains her or his motivation for the transfer request and interest in visual and media arts. Acceptance into the VMA Department is subject to the approval of the department chair. Details regarding the application process and deadlines are available from the Academic Advising Center at *advising@emerson.edu*.

Double Major Policy

Because of intense demands of the Visual and Media Arts curriculum, students who pursue a major in the Department of Visual and Media Arts may not double major.

Class Enrollment Policy

Any student enrolled in a course in the Department of Visual and Media Arts who does not attend class during the first four class hours, and who has not made prior arrangements with the instructor, may be dropped from the class at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be readmitted only with the approval of the course instructor and if there is still room for an additional student in the class.

Internships, Directed Studies, and Directed Projects

Although students may take more than one internship, no more than 4 credits of internship or 8 credits combined of internship, directed study, or directed projects may count toward the major in Visual and Media Arts.

Co-Curricular Activities

A wealth of co-curricular activities (VM 337 and VM 340–349) are available to students interested in various facets of the visual and media arts. Options include two radio stations (WERS and WECB), a television station (the Emerson Channel), a record label (Emerson Records), a magazine of criticism (*Latent Image*), a screenwriting workshop (spec), and multiple production groups (Emerson Independent Video, Frames Per Second, Women in Motion, a chapter of the National Broadcasting Society, and the EVVYs).

Minor Programs

Photography Minor

The Photography minor offers students a unique blend of darkroom and digital approaches to photography. Students develop their artistic vision out of an informed inquiry into the histories, theories, and practices of photography and culture. The curriculum allows students to produce a body of work through a constructive dialogue that builds on the particular strengths of the student, the faculty, and the resources of the institution. The minor offers students both fundamental and specialized photography skills and opportunities for experimentation and innovation.

Required Courses

VM 203	History of Photography
VM 265	Introduction to Photography
VM 365	Intermediate Photography

In addition, students must successfully complete at least one course from the following:

VM 260	Introduction to Interactive Media
VM 366	Digital Imaging for Photographers
VM 367	Digital Color Photography
VM 465	Documentary Photography
VM 492	Photo Practicum

Visual Studies and the Arts Minor

The Visual Studies and the Arts minor offers students an opportunity to study the history, theory, and criticism of the visual arts in greater depth than encountered through General Education requirements alone. The curriculum comprises both Western and non-Western traditions. Some courses study by chronological time period, or specific geographic regions and/or cultures, while others are organized to investigate particular philosophical, sociocultural, or thematic undercurrents in the arts. The minor consists of 16 credits chosen from the following courses. No more than 4 credits may also count toward the General Education requirement.

Historical Surveys (choose at least two)

VM 210	History of Western Art I: Renaissance and Baroque
VM 211	History of Western Art II: 18th- and 19th-Century Art
VM 212	History of Western Art III: Modern
VM 213	History of Western Art IV: Post-World War II
VM 214	History of Non-Western Art I: Asia and the Mideast
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas

Required Course

VM 409	Seminar in Western Art
	or
VM 410	Seminar in Non-Western Art

Students must also successfully complete at least one other course in the Visual Arts (excluding studio arts or production courses). This may include the courses listed above or VM 105, VM 203, VM 315, or any pre-approved Interdisciplinary Studies course offered through the Institute.

Visual and Media Arts Courses

VM 100
History of Media Arts I
4 credits
This is the first of a two-semester course that explores the historical development of the media arts, including the film, broadcasting, and sound recording industries until 1965. Investigates the relationships between economics, industrial history, and social and political systems, and the styles and techniques of specific films and broadcast programs. Special attention is given to the diversity of styles of presentation in the media. Prerequisite: Visual and Media Arts majors only.

VM 101
History of Media Arts II
4 credits
This is the second of a two-semester course that explores the historical development of the media arts, focusing on the continuing development of the film, broadcasting, and sound recording industries after 1965, as well as the development of video and digital technologies. Investigates the relationships between economics, industrial history, and social and political systems, and the styles and techniques of specific films and videos, broadcast programs, and digital media products. Prerequisites: Visual and Media Arts majors only, VM 100.

VM 102
Dimensions of Creativity
4 credits
Provides students with the opportunity to explore their ideas, expand their imaginations, and find the courage to express their creativity. Built around a series of lectures and workshops activated through individual and group projects, the course introduces students to the creative process through an exploration of various dimensions of media-making: ideation, visualization, sound/music, and performance. While the emphasis of the course is on creativity, students also gain a basic understanding of technique and technology in service of their creative ideas. Prerequisites: Visual and Media Arts majors only, VM 100 (can be co-requisite).

VM 105
Introduction to Visual Arts
4 credits
Investigates the visual language of communication shared among all of the visual arts, emphasizing visual analysis, understanding of materials, the history of style and techniques, and the functions and meanings of art in its varied manifestations. Provides a foundation for subsequent studies in the visual and media arts. Fulfills the Aesthetic Perspective of the General Education requirements.

VM 120
Foundations in Visual and Media Arts Production
4 credits
A combination of lectures and hands-on workshops examines the relationships among photography, graphics, audio, film, video, and digital media within the context of cross-media concepts, theories, and applications. Traces the creative process from conception and writing through production and post-production. Students proceed through a series of exercises that lead to completion of a final project, establishing a foundation for advanced production coursework. Prerequisites: Visual and Media Arts majors only, VM 100 (can be co-requisite).

VM 200
Media Criticism and Theory
4 credits
Explores theoretical and critical approaches to the study of photography, film, television and video, audio, and digital culture. Theories and methods examine issues relating to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. Prerequisites: VM 101 and VM 102 or VM 120.

VM 202
Critical Listening
4 credits
Provides a study of the psycho-acoustic perception and analysis of classical and contemporary use of sound in the media. Students identify and define acoustic variables, comparing past and present recordings in all media. Prerequisites: VM 101 and VM 102 or VM 120.

VM 203
History of Photography
4 credits
Surveys the aesthetic and technical development of photography from its invention to the present day, with emphasis on the 20th century, including critical analysis of the medium central to understanding the

influence and appropriation of photography today. Fulfills the Aesthetic Perspective of the General Education requirements.

VM 204
Topics in Media Arts: Practice
4 credits
Explores various aspects of media arts practice. May be repeated for credit if topics differ. Prerequisites depend on course topic.

VM 210
History of Western Art I: Renaissance and Baroque
4 credits
Explores Renaissance and Baroque art, beginning with Proto-Renaissance works in the 14th century, and concluding with the Late Baroque in the later 17th/early 18th century. Students study major works and artists characterizing these movements, and the critical treatment they received over the centuries. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

VM 211
History of Western Art II: 18th- and 19th-Century Art
4 credits
Investigates the evolution of the arts in the Western tradition through the 18th and 19th centuries. Major works, styles, and artists are examined within the context of contemporaneous sociocultural movements, such as the Enlightenment. Among the movements studied are: Neoclassicism, Romanticism, Realism, Art Nouveau, Impressionism, and Post-Impressionism. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

VM 212
History of Western Art III: Modern
4 credits
Examines the major styles, works, and artists of the first half of the 20th century, prior to the advent of Abstract Expressionism. Examines a wide variety of European and American modern art, investigating critical and public reactions. Among the movements studied are: Fauvism, Expressionism, Cubism, Dada, Futurism, Surrealism, the Bauhaus, Constructivism, and De Stijl. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

VM 213
History of Western Art IV: Post-World War II
4 credits
Chronological study of Western contemporary art after World War II, starting with Abstract Expressionism. Considers the major styles, works, and artists, investigating numerous forms of European and American contemporary art, and their attendant criticism, in a broad contextual framework. Among the movements studied are: Pop Art, Minimalism, New Realism, Postmodernism, Conceptualism, Neo-Expressionism, Graffiti, Photorealism, Earth Works, and Performance Art. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

VM 214
History of Non-Western Art I: Asia and the Mideast
4 credits
Examines styles of and critical approaches to East, South, and Southeast Asian art, including China, Japan, India, and the arts of the Mideast, especially those of Islam. Artworks and artists are presented with concern for respective cultural traditions and diverse perspectives, considering how indigenous philosophical and spiritual beliefs, and sociocultural and political structures, inform the artworks. Fulfills the Aesthetic Perspective and Global Diversity requirements. (Semester varies)

VM 215
History of Non-Western Art II: Africa, the Pacific, and the Americas
4 credits
Examines the artistic styles of Africa (including the Diaspora), Islam, Pacific cultures, and the Americas (Mesoamerica, South, Central, and indigenous North America). Artworks are contextualized through their indigenous traditions, as well as a diversity of critical

perspectives. Considers how respective philosophical and spiritual beliefs, and sociocultural and political structures, inform the artworks. Fulfills the Aesthetic Perspective and Global Diversity requirements. (Semester varies)

VM 218
The Artist and the Making of Meaning
4 credits
Introduces semiotics and structuralism as they apply to the relation between art and language. Offers students a systematic approach to thinking critically and creatively about art, particularly in the late 20th and early 21st century. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

VM 220
Writing the Short Subject
4 credits
Studies the writing of the short subject within the genres of fiction, nonfiction, and experimental concepts and scripts (including animation). Scripts range from 3 to 15 minutes and are suitable for production within the budget and time constraints of an Emerson College class. Students complete comprehensive revisions of their work. Prerequisites: VM 101 and VM 102 or VM 120.

VM 221
Writing the Feature Film
4 credits
Examines the fundamentals of writing for narrative feature-length film. Investigates structure, character, conflict, scene writing, and dialogue, taking students from ideation through to the development of a detailed outline. Students write the first 25–30 pages of a screenplay. Prerequisites: VM 101 and VM 102 or VM 120.

VM 222
Writing for Television
4 credits
Examines writing for television in a variety of formats, with a predominant emphasis on situation comedies and drama. The elements of each genre are analyzed, challenging students to find their own unique "voice," and new and innovative ways to write stories within established formats. Also covered are reality television and children's television, story outlining, and script formatting. Each student writes a first-draft script of an existing sitcom or drama. Prerequisites: VM 101 and VM 102 or VM 120.

VM 230
Introduction to Film Production
4 credits
Introduces the basics of non-synchronous 16mm filmmaking, including camera operation, principles of cinematography and lighting for black-and-white film, non-sync sound recording and transfers, and picture and sound editing. Prerequisites: VM 101 and VM 102 or VM 120.

VM 231
Intermediate Film Production
4 credits
Introduces the technical, conceptual, and procedural skills necessary to successfully complete a short double-system sync-sound 16mm film, including pre-production, production, and post-production procedures and techniques. Prerequisite: VM 230.

VM 240
Introduction to Video Field Production
4 credits
Introduces single-camera video production. Students learn the equipment and techniques used in single-camera field production and post-production, writing, and producing a variety of projects, edited in digital non-linear mode. Prerequisites: VM 101 and VM 102 or VM 120.

VM 241
Introduction to Studio TV Production
4 credits
Introduces studio television practice. Students learn the principles of pre-production, production, and post-production for the studio as well as control room procedures. Students prepare their own multi-camera, live-on-tape studio productions. Prerequisites: VM 101 and VM 102 or VM 120.

VM 250
Introduction to Sound Principles and Audio Production
4 credits
Introduces audio physics, sound principles, and the theory and practice of audio recording and mixing. Emphasis is on concept development for sound production, signal routing and the mixer console, analog and digital audio recording, and editing techniques. Prerequisites: VM 101 and VM 102 or VM 120.

VM 251
Location Sound Recording
4 credits
Intensive study in the theory and practice of field/location and studio audio recording for film, video, and television. Covers techniques in the use of field/studio recorders and mixers, microphones, boom poles, and shot blocking. Also covers tape-based and hard-disk digital recorders, and time-code synchronization management. Prerequisite: VM 250. (Semester varies)

VM 260
Introduction to Interactive Media
4 credits
Introduces the theory and practice of interactive media. Stresses the conceptual, aesthetic, and technical concerns of interactivity. Technologies covered are HTML, CSS, and Javascript. Additional topics include semantic web design and development, graphics and imaging, interface design, user experience, project management, and the mobile web. Emphasis is on making creative works. Prerequisites: VM 101 and VM 102 or VM 120.

VM 261
Computer Animation
4 credits
The first course of a two-course sequence, introducing students to the fundamentals of three-dimensional modeling and animation, and preparing them for the second course, VM 363 Advanced Computer Animation. Students learn to model, texture objects, compose and light scenes, animate, and add dynamics, as well as render animations into movies and compositing audio, titles, and credits in post-production. Prerequisites: VM 101 and VM 102 or VM 120.

VM 262
Drawing
4 credits
Introduces basic techniques in drawing, exploring the use of line and image in contemporary art. The language of drawing in contemporary art and architecture informs the practice of drawing.

VM 263
Drawing for Time-Based Media
4 credits
Imparts key drawing skills required in pre-visualization, concept art creation, set design, storyboarding, two-dimensional media production, and post-production. Develops students' abilities to think spatially, whether constructing a plan for a set or depicting a character in action. Also focuses on anatomy, locomotion, and communication possibilities of the human form. Prerequisites: VM 101 and VM 102 or VM 120.

VM 265
Introduction to Photography
4 credits
Introduces the fundamentals of black-and-white photography, including camera controls, film development, printing, and photo finishing. Critiques of student work develop "the critical eye." Students must have the use of a camera with adjustable speed and aperture.

VM 300
Topics in Visual and Media Arts: Studies
4 credits
Explores various aspects of media arts history, theory, and criticism. May be repeated for credit if topics differ. Prerequisites: VM 200 and junior standing.

VM 303
Studies in Digital Media and Culture
4 credits
Examines the dramatic shift in meaning and processes of contemporary communication by investigating the social, artistic, economic, and political implications of using digital ways of working. Topics include the Internet and the web, cyberspace and censorship, games, digital film and video, multimedia and interactivity, virtual reality, person-machine interfaces, and globalization considerations. Prerequisites: VM 200 and junior standing.

VM 304
History of Documentary
4 credits
Examines the history and theory of documentary media production, with attention to the economic, technological, ethical, and aesthetic concerns of documentarians. Prerequisites: VM 200 and junior standing. (Fall semester)

VM 305
History of Experimental/Avant-Garde
4 credits
Examines the history and theory of experimental and avant-garde film, video, and other moving image practices and their connections to broader art and social movements. Through extensive reading and viewing, students investigate avant-garde and experimental cinema form, style, and content as well as historical and contemporary filmmakers' production methods and distribution networks in film communities and the art world. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 306
Film and Television Genres
4 credits
Explores the practice of genre criticism in film and television through the examination of one or more film and television genres (e.g., the western, science fiction, or domestic melodrama and soap operas). Employing the principles of genre criticism, students investigate the historical development of a genre in film and television series. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 307
Communication Ethics and Cultural Diversity
4 credits
Inspects ethical issues, including racial and ethnic prejudice, discrimination, and stereotyping, from a philosophical and case study approach. Topics such as privacy, piracy, censorship, offensiveness, deception, ethnocentricity, pornography, racism, confidentiality, fairness, and hate speech are investigated in a variety of communication media—computer technology, photography, video, speech, audio, film, and print—both in international and U.S. domains. Prerequisites: VM 200 and junior standing. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

VM 308
Cinema and Social Change
4 credits
Throughout cinema's history, numerous filmmakers have sought to harness the power of the medium and to channel it in the service of political and social change. Have they made a difference, and by what measure and what strategy? Surveying fiction and documentary, commercial and independent cinema, features and shorts, this course aims to offer a wide-ranging examination of the ways directors around the world have employed their art and their craft in the pursuit of fostering social justice. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 315
Topics in Art History
4 credits
Studies a selected topic in art history. Emphasizes critical analyses of artworks with respect to their aesthetic, historical, sociocultural, philosophical and/or political contexts. Image lectures, museum and/or gallery visits, reading, class discussion, and project activities may be utilized to engage students in the material. May be repeated for credit if topics differ. Prerequisites: one course from the following: VM 105, VM 210–215, VM 218 and junior standing.

VM 322
Comedy Writing for Television
4 credits
Examines writing television comedy with an emphasis on sitcoms. Areas of study also include sketch writing and writing for late-night TV. Students learn how to write physical comedy, how to write for existing shows and characters, sitcom structure, format, and joke writing. Each student writes a script for an existing sitcom that is workshopped. Prerequisites: VM 222 and junior standing. (Spring semester)

VM 323
Writing Primetime Drama
4 credits
Examines writing for primetime television drama, including study of the history of television drama and the difference between plot-driven dramas and character-driven dramas, writing effective protagonists and antagonists, and writing for existing dramas and characters. Students write a script for an existing primetime television drama that is workshopped in class. Prerequisites: VM 222 and junior standing. (Semester varies)

VM 324
Topics in Screenplay Genres
4 credits
Studies a given genre from the perspective of the screenwriter. Working in a specific genre, students write a treatment, an original outline for a feature film, and up to the first half of a script in the specific genre. Honing critical skills, students engage in analytical and aesthetic discourse about their own work, as well as material written by others. May be repeated for credit if topics differ. Prerequisites: VM 221 and junior standing. (Semester varies)

VM 325
Writing the Adaptation
4 credits
Focuses on the process of analyzing material from another medium (e.g., novels, plays, comic books) and translating into a screenplay. Students write one original first act of a public domain property, as well as one analytical paper. Prerequisites: VM 221 and junior standing. (Semester varies)

VM 328
Topics in Film Writing
4 credits
Special offerings in varying areas of film writing. Topics may include dialogue, great screenwriters, scene study, and rewriting. May be repeated for credit if topics differ. Prerequisites: VM 220, VM 221, or VM 222 and junior standing.

VM 329
Topics in Television Writing
4 credits
Special offerings in varying areas of television writing. Topics may include webisodes, reality television, and comedy writing for late night. May be repeated for credit if topics differ. Prerequisites: VM 220, VM 221, or VM 222 and junior standing.

VM 331
Topics in Visual and Media Arts: Practice
4 credits
Explores various aspects of media arts practice. May be repeated for credit if topics differ. Prerequisites: VM 101, VM 102 and junior standing. (Semester varies)

VM 332
Production Management
4 credits
Introduces the budgeting and logistical organization of film and television productions, reviewing the roles of associate producer, production unit manager, first assistant, second assistant location manager, and other members of the producer's and director's teams. Prerequisites: VM 230 or VM 240 and junior standing. (Semester varies)

VM 335
Alternative Production Techniques for Filmmaking
4 credits
Intermediate-level 16mm production workshop in the use of unorthodox, non-computer-driven methods and processes for developing and producing motion pictures. Provides an overview of historic methods of formal exploration of the basic

materials of film as a projection medium, including camera-less filmmaking, direct animation, and loop projections, as well as alternative mechanical processes such as xerography, hand process, and alternative camera tools and techniques. Primary emphasis is on creative invention and exploration. Prerequisites: VM 231 or VM 240 and junior standing. (Semester varies)

VM 337
The Emerson Channel
1 non-tuition credit
Television production experience through studio and field crew assignments, as well as experience in broadcast operations and promotions. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 338
Performance for Television
4 credits
Introduces performance as an expression of personality and production. "On camera" assignments include public service announcements, editorials, interviews, commercials, and other forms of studio presentation. Students also receive instruction in basic studio operations. Prerequisite: VM 230, VM 240, VM 241, or VM 250.

VM 340
Spec
1 non-tuition credit
Student screenwriting group offers weekly writing workshops for members and nonmembers, holds annual short script competition, and hosts guest speakers. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit course. Offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 341
Emerson Records
1 non-tuition credit
Student–operated record label involves hands-on experience in the various disciplines of the recording industry, including production, engineering, marketing, public relations, business management, and graphic design. Instructor awards credit at term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 342
Frames Per Second
1 non-tuition credit
Student–operated film group produces films, hosts speakers, and offers workshops and other activities. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 343
WERS (FM)/WECB (AM)
1 non-tuition credit
Specified assignments in the College radio stations. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 344
National Broadcasting Society/AERho
1 non-tuition credit
National organization bridging the gap between student and professional, supporting student work in all areas of television, radio, and film. AERho is the Honors Level of NBS, available to seniors with a high grade point average. Instructor awards credit after term-end evaluation. May be repeated for up

to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 345
Film Arts Society
1 non-tuition credit
Student publication *Latent Image* and the cinematheque Films from the Margin. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 346
Women in Motion
1 non-tuition credit
Student–operated film production group with an emphasis on activities and creative work related to women. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 347
Emerson Independent Video
1 non-tuition credit
Modeled on a professional television station, students learn all aspects of television production ranging from concept development to post-production. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 348
EVVYs
1 non-tuition credit
Preparation and staging of Emerson's annual awards show in conjunction with other end-of-year events and presentations. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 349
Developed Images
1 non-tuition credit
Student-organized and -produced photography magazine. Work is submitted, reviewed, and selected by students for annual publication. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 350
Sound Design
4 credits
Introduces the art of inventing sounds and composing soundtracks for visual media such as film, video, computer animation, and websites. Focus is on audio post-production and the roles of the supervising sound editor and the sound designer. Post-production techniques include sound recording, sound editing, and sound mixing in stereo and surround sound. Prerequisites: VM 250 and junior standing.

VM 351
Audio for New Media
4 credits
Focuses on the creative possibilities of sound in a variety of digital media environments. Topics include MIDI control, digital sound synthesis, data compression, and real-time control of sound within applications such as Flash, MAX/MSP/Jitters, and CSound. Prerequisites: VM 250 and junior standing. (Semester varies)

VM 352
Studio Recording
4 credits
Explores the principal tools of the professional audio production studio and how they can be used for creative productions. Includes instruction in multi-track recording and sound processing equipment. Prerequisites: VM 250 and junior standing.

VM 360
Film Animation
4 credits
Introduces film animation in which short animated exercises and individual sequences are located within a survey of animation as an art form and commercial product. Students employ a range of media, exploring and developing ideas and skills in producing 16mm animated sequences, culminating in a final project. Prerequisites: VM 230 or VM 261 and junior standing. (Semester varies)

VM 362
Motion Graphics
4 credits
Covers the practice and art of motion graphics and visual effects, including the design process, artistic concepts, and technologies. Production techniques range from title sequences for film, to compositing of real and virtual worlds and a myriad of digital time-based art forms. Students make a series of projects using post-production and compositing software. Prerequisites: VM 230, VM 240, VM 241, VM 250, VM 260, or VM 261 and junior standing.

VM 363
Advanced Computer Animation
4 credits
The second course in the two-course computer animation sequence, introducing students to advanced three-dimensional modeling and animation techniques and preparing them for independent computer animation production work. Continues to develop skills acquired in computer animation, including modeling, texturing objects, composing and lighting scenes, animating, dynamics, rendering, and post-production compositing. Prerequisites: VM 261 and junior standing. (Spring semester)

VM 364
3D Computer Gaming
4 credits
Provides students with the fundamentals of game design and theory. Students learn to create and import assets, develop objectives, script behaviors and action, and build game levels. Students complete the course with an original portfolio-ready single player game. Prerequisites: VM 261 and junior standing. (Semester varies)

VM 365
Intermediate Photography
4 credits
This intermediate course in black-and-white photography is designed to present a variety of "ways of seeing" by examining frame, tone, point of view, scale, time, and sequence. Students must have access to a camera with adjustable speed and aperture. Prerequisite: VM 265.

VM 366
Digital Imaging for Photographers
4 credits
Provides a basic introduction to the elements of electronic, digitally realized, and manipulated photography. Students learn computer-related input and output devices for photographic imaging, and create work produced on the page and the screen. Addresses the need to understand the potential for the computer manipulation of photo-real images in design and illustration, and introduces the computer as a tool within the context of traditional camera and darkroom photography. Prerequisite: VM 265. (Semester varies)

VM 367
Digital Color Photography
4 credits
Explores color photography through the rapidly evolving digital process. Emphasizes the use of color in photographs and encourages students to find connections between their subjects and colors in their images. Students learn color-managed workflows on industry-standard equipment and gain a deeper understanding of color itself as a medium of expression. Prerequisite: VM 366. (Semester varies)

VM 370
Business Concepts for Modern Media
4 credits
Focuses on strategic thinking, planning, organization, and implementation of media projects from conception (pre-production) through release/distribution/exhibition (theatrical, non-theatrical, digital, web). Includes acquiring fundamental skills and a working knowledge of business math, business plans, intellectual property and copyright basics, grant writing and resources, and current trends in advertising, marketing, and press package materials. Prerequisites: VM 230, VM 240, VM 241, VM 250, VM 260, or VM 261 and junior standing.

VM 371
Alternative Media Production: Out of the Box
4 credits
Fosters an exploratory approach to making media projects by providing unorthodox conceptual frameworks in which students conceive and execute short projects using both conventional and unconventional acquisition devices in a variety of media. Students work individually or collaboratively throughout the course to develop ideas and acquire material for assignments. Prerequisites: VM 230, VM 231, VM 240, VM 241, VM 250, VM 251, VM 260, or VM 261 and junior standing. (Semester varies)

VM 372
Directing Image and Sound
4 credits
Examines a director's preparation in detail, with particular emphasis on forming creative approaches to the script, as well as image and sound design. Production and post-production strategies are also addressed. Prerequisites: VM 230 or VM 240 and junior standing. (Semester varies)

VM 373
Directing Actors for the Screen
4 credits
Develops skills in directing actors in dramatic performances for the screen. Students are taken step by step through the directing process with a particular emphasis on research and visualization, as they learn how to plan and direct narrative sequences. Classes are offered in conjunction with Acting for the Camera classes in Performing Arts. Prerequisites: VM 230, VM 240, or VM 241 and junior standing.

VM 375
Advanced Interactive Media
4 credits
Continues to explore interactive media, including consideration of conceptual, aesthetic, and technical concerns. Technologies covered include interactive web elements, databases, mobile development, and an introduction to programming. Emphasis is on making creative works. Prerequisites: VM 260 and junior standing.

VM 376
Editing for Film and Video
4 credits
Furthers understanding of and ability to work with medium- to long-format post-production processes through editing assignments in film and video, along with critical examination of completed motion pictures. Prerequisites: VM 230, VM 240, or VM 241 and junior standing.

VM 377
Documentary Production Workshop
4 credits
Develops skills necessary to produce documentary productions in video or film. Covers production processes from story development through all the production phases. Practical considerations of production are balanced with theoretical debates on the legal and ethical responsibilities of those who document others. Prerequisites: VM 230 or VM 240 and junior standing. (Spring semester)

VM 378
Basic Cinematography and Videography
4 credits
Introduces basic elements of the aesthetics, technology, and craft of cinematography and videography. Students gain a working knowledge of 16mm and digital video cameras, as well as basic lighting design and equipment, with an emphasis

on crew relations and organization. Includes a comprehensive exploration of the work of significant cinematographers. Prerequisites: VM 230 or VM 240 and junior standing.

VM 400
Topics in Visual and Media Arts: Studies
4 credits
Explores various aspects of visual and media arts history, theory, and criticism. May be repeated for credit if topics differ. Prerequisites: VM 200 and junior standing.

VM 401
Aesthetics and History of New Media
4 credits
Investigates the past 40 years of new media. Topics and fields of study include photography, experimental and video art, installation and interactive projects, Internet projects, implications of working in digital media, connections to other 20th-century media, and review of the recent criticism in the field. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 402
Seminar in Media Arts Topics
4 credits
Examines various topics in media arts in seminar format, with emphasis on students' oral and written presentation of material. May be repeated for credit if topics differ. Prerequisites: VM 200 and senior standing.

VM 404
Black American Independent Cinema I
4 credits
Examines the depiction by and of African Americans in cinema through the 1950s. Special emphasis on the historical, cultural, political, social, and economic influences that have shaped and/or determined the cinematic depictions about and by African Americans. Students emerge from the class with a richly contextualized understanding of the representation of African Americans. Fulfills the General Education U.S. Diversity requirement. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 405
Black American Independent Cinema II
4 credits
Examines the depiction by and of African Americans, beginning with "blaxploitation" films of the 1970s, the concomitant impact of racial turbulence, and the emergence of a new African American independent filmmaking tradition. Landmark films and filmmakers whose work explores and challenges Hollywood and Western notions of identity, narrative, history, and oral traditions are presented, including works by women, the "L.A. Rebellion" filmmakers, and contemporary Hollywood productions about and/or by African Americans. Fulfills the General Education U.S. Diversity requirement. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 406
Post-Colonial Film
4 credits
Investigates the historical, socioeconomic, and ideological contexts of film production, distribution, and exhibition of post-colonial films that explore and challenge Hollywood and Western notions of identity, narrative, history, and oral traditions. Cinemas considered include those from Africa, the Caribbean, Latin America, the United Kingdom, and the United States. Fulfills the General Education Global Diversity requirement. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 407
Children's Media
4 credits
Investigates the content and production approaches of major children's media programming in the context of child development theories. Students study theory and conduct research on media's impact on children's behavior, including impacts of television, music, and computers. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 409
Seminar in Western Art
4 credits
Provides a study in a selected area of art and art history with emphasis on the development of analytical and theoretical approaches to the understanding of works of art. Presentation of independent research and participation in the evaluation of the research work of seminar members is expected. May be repeated for credit if topics differ. Prerequisites: VM 210, VM 211, VM 212, or VM 213 and junior standing.

VM 410
Seminar in Non-Western Art
4 credits
Provides a focused study on a particular culture or issue germane to history and/or criticism of non-Western art. Emphasizes a diversity of perspectives, paying careful attention to frame investigations within the artistic, sociocultural, political, philosophical, and spiritual contexts indigenous to the respective culture(s) being studied. Fulfills the General Education Global Diversity requirement. May be repeated for credit if topics differ. Prerequisites: VM 214 or VM 215 and junior standing. (Semester varies)

VM 412
American Film Comedy
4 credits
A historical approach to the development of American film comedy explores theories of comedy and their value to the critical interpretation of comic films. Also considers the varying ways spectators are addressed, and the impact of performers and directors on various comedy styles. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 413
Postmodernism and the Media
4 credits
Investigates postmodern theory, beginning with historical analysis of modernism and the emergence of postmodernism, exploring approaches to and influences on postmodernist notions about history, power, and aesthetics; subjectivity and identity; and ethnicity, gender, and sexuality. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 417
Communication Ethics
4 credits
Provides a study of the philosophical roots and modern applications of moral reasoning in various communication media, including print, digital, television and video, photography, film, radio, speech, and telecommunications. Includes topics such as confidentiality, privacy, deception, free speech, obscenity, justice, equality, defamation of reputation, abuse of power, digital manipulation, fairness, truth in advertising, and conflict of interest. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 418
Transnational Asian Cinemas
4 credits
Asian "national" cinemas are examined and problematized in the contexts of media and economic globalization, including: the politics of transnational film practices; issues surrounding filmic representation and diasporic identities; the construction and negotiation of national, gender, and genre differences; local-regional-global dynamics; and questions of the postcolonial in Asian contexts. Fulfills the General Education Global Diversity requirement. Prerequisites: VM 200 and junior standing. (Semester varies)

VM 420
Topics in Media Arts: Practice
4 credits
Explores various aspects of media arts practice. May be repeated for credit if topics differ. Prerequisites: junior standing and courses depending on course topic. (Semester varies)

VM 423
Writing Television Pilots
4 credits
Examines how to create a television series, including developing an original premise and writing convincing, multi-dimensional characters and intriguing, character-specific dialogue. Students write an entire television pilot script to be workshopped in class, along with a pilot package that includes a logline, series synopsis, and 13-week episode guide with character and story arcs. Prerequisites: VM 222 and junior standing. (Semester varies)

VM 424
Interactive Storytelling
4 credits
Explores recent developments in interactive digital narratives, performances, documentaries, ethnographic studies, games, and installations. Students produce one interactive project during the semester. Prerequisites: VM 220, VM 221, or VM 222 and junior standing. (Semester varies)

VM 428
Feature Writing Workshop
4 credits
Working from detailed outlines developed in VM 221 Writing the Feature Film, students complete a first draft of a feature-length screenplay. Students read each other's work, write a critical analysis of each segment, and engage in discussion of aesthetics, craft, and form. Prerequisites: VM 221 and junior standing.

VM 429
Comedy Writers' Room
4 credits
Emulates a Hollywood comedy writing room. Students collectively create and write an original pilot script for a TV comedy. Students write character sketches, a comprehensive story outline, the first draft of the script and all subsequent drafts, and participate in an extensive punch-up. Participants gain a keen understanding of how a Hollywood comedy writers' room works, how to write under deadline, how to pitch jokes, and how to write comedy as a team. Prerequisites: VM 322 and junior standing. (Fall semester)

VM 440
Advanced Studio Production: Fiction
4 credits
Provides the opportunity for specialized work in fiction television genres that include a studio component, such as drama series, soap operas, and situation comedies. Students create projects and produce, direct, light, and crew them. Prerequisites: VM 241 and junior standing. (Fall semester)

VM 441
Advanced Studio Production: Nonfiction
4 credits
Provides the opportunity for specialized work in nonfiction multi-camera television genres, including talk shows, live performance, and public affairs programming. Emphasis is on designing, producing, directing, lighting, and studio crewing. Prerequisites: VM 241 and junior standing. (Spring semester)

VM 445
Advanced TV Production Workshop
4 credits
Explores the technical skills and the conceptual framework of production activities such as camerawork, lighting, audio acquisition, and production design. Exercises offer opportunities to put theory into practice, as well as refine and extend practical skills. Prerequisites: VM 240 and junior standing. (Semester varies)

VM 450
Advanced Sound Design
4 credits
Advanced studies in audio post-production, with emphasis on expanding students' conceptual framework and refining creative audio post-production skills in surround sound mixing and applications in film, video, and digital media. Prerequisites: VM 350 and junior standing. (Semester varies)

VM 452
Art of Noise
4 credits
Explores the concept of the "avant-garde" not as a fading modernist construct, but as a creative tool in contemporary sound art practice. Through examination and modeling of both familiar and obscure works, students cultivate novel strains in their creative voices. Investigates issues related to process (indeterminacy, defamiliarization, stochastic methods, and phase shift) as well as the social aspects of outsider art, subversion, and provocation. Prerequisites: VM 250 and junior standing. (Semester varies)

VM 456
Advanced Studio Recording
4 credits
Explores the theoretical and technical applications of multi-effects signal processing, advanced multi-track mixing, and MIDI sequencing. Students apply the semester's evolving topics to the production and development of one major creative project integrating musical and sound art composition elements of differing styles, lengths, and levels of complexity. Prerequisite: VM 352. (Semester varies)

VM 457
Recording Industry as a Business
4 credits
Explores the ways sound entertainment and information products are developed, produced, and marketed. Examines market analysis principles and legal requirements and structure, including licensing agreements, contracts, and copyright; along with the examination of revenue issues such as royalties, record sales, product endorsements; and cost-centered issues such as promotion, advertising, and touring. Prerequisites: VM 101 and VM 102 or VM 120 and junior standing. (Fall semester)

VM 463
Graphic Design for Digital Media
4 credits
Explores the fundamentals and aesthetic considerations of design composition (text, image, graphics, motion) and production for digital media. Students conduct studies of and complete exercises in design and layout for the screen; visual communication of ideas and concepts in a non-textual context; screen elements for digital media art, such as buttons, type, color, and virtual environments; file formats; and digital media considerations and information flow/sequencing and design. Prerequisites: VM 260 and junior standing. (Semester varies)

VM 464
Programming for Digital Media
4 credits
Intermediate- to advanced-level programming for digital media productions in their respective authoring languages. Prerequisites: VM 260 and junior standing. (Semester varies)

VM 465
Documentary Photography
4 credits
Provides the foundation for an intense photographic investigation of an issue—cultural, political, ideological, or personal. Develops greater competence in negative making and black-and-white printing, with emphasis on strongly informative images. Assignments require students to discover narrative possibilities while creating strong individual images. The course's technical components are supplemented by considerations of the history of documentary photography. Prerequisites: VM 365 and junior standing. (Spring semester)

VM 470
Advanced New Media Projects
4 credits
Provides an opportunity for senior VMA students working in computer animation, interactive media, motion graphics, digital photography, networked performance, audio, or other forms of new media to create advanced portfolio work. Projects, both

collaborative and individual, are developed in the context of peer-based critique and analysis. The focus is on using new technologies for creative self-expression. Students complete the course with an original portfolio-ready project. May be repeated once for credit if projects differ. Prerequisites: VM 351, VM 362, VM 363, or VM 375 and senior standing. (Semester varies)

VM 475
Creative Producing for Film
4 credits
Explores the ways in which a creative producer engages with a project from conception through completion with a focus on the development process. It discusses original ideas, source material (books, stories), pitching, creating log lines, script coverage, the notes process, and assembling the creative team. It covers customary business affairs including chain-of-title, copyright, talent, and option agreements. Key issues in finance, marketing, and distribution are also examined. Prerequisites: VM 332 or VM 370 and junior standing. (Semester varies)

VM 476
Editing for Advanced Film and Video Projects
4 credits
This advanced-level 16mm film and video post-production workshop is designed to assist in the editing and completion of students' advanced-level projects. Technical procedures as well as aesthetic and conceptual issues endemic to post-production of motion picture projects are examined with an eye to their practical application to students' work on their projects. Prerequisites: VM 376 and junior standing. (Spring semester)

VM 477
Producing for Television and Non-Broadcast Media
4 credits
Students learn the organizational and creative skills of producing in the studio and in the field. Topics include program development, pitching, budgeting, hiring, scheduling, and coordinating the production and program evaluation. Prerequisites: VM 240 and VM 241.

VM 478
Advanced Cinematography and Videography
4 credits
Offers advanced-level exploration of aesthetics, technology, and craft of cinematography and videography. Students gain a working knowledge of the advanced level of cameras in the department and are expected to develop complex lighting and shot designs. Emphasis is on aesthetic use of the technical elements of motion picture acquisition. Includes significant collaboration with other courses in the curriculum including BFA and BA Production Workshop. Prerequisite: VM 378. (Semester varies)

VM 490
BFA Production Workshop
8 credits (4 per semester)
Provides the means for students to produce portfolio work. BFA students are required to take two consecutive semesters of the workshop, 4 credits per semester. Work may be produced in teams, partnerships, or individually. Projects must be proposed in the semester preceding the semester in which the work is to be produced (see section on BFA requirements above). Students may also apply to serve as non-BFA participants for a single semester and for 4 credits only, serving as crew members or staff on another student's project. Prerequisites: Completion of one specialization-level production course, and approval by the faculty BFA committee based on application.

VM 491
BA Capstone Project
4 credits
Students are admitted by application to produce portfolio work as a Capstone Project. Applications must include a detailed description of the proposal for consideration by a faculty panel. The proposal can be for either a creative project based in any area of the program, including film, TV, animation, sound design, or digital art and games; or a significant research project in media studies. Provides an opportunity to produce a significant piece of creative or scholarly work.

VM 492
Photo Practicum
4 credits
Designed to integrate, enrich, and solidify a student's photographic skills building on past productions. Emphasis is placed on developing a portfolio representative of a personal vision. Prerequisites: VM 365 and junior standing.

VM 497
Directed Project
2 to 4 credits
Special learning opportunities designed for a student to work with a faculty member on a creative project not available through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at student's expense. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. Prerequisites: 3.0 GPA, junior standing, and permission of instructor and department chair.

VM 498
Directed Study
2 to 4 credits
Special learning opportunities designed for a student to work with a faculty member on a scholarly project not realizable through existing courses. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. Prerequisites: VM 200, junior standing, and a 3.0 GPA. The supervising faculty member and the department chair must approve proposals prior to the examination period of the preceding semester.

VM 499
Internship
4 or 8 credits
Students work in organizations such as a film and video production company, sound lab, broadcast station, or in educational or corporate media under the direct supervision of an approved full-time employee and an assigned faculty member. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. No more than 4 credits of internship may be counted toward the major. Prerequisites: junior standing, completion of appropriate 200-level production course(s), a grade point average of 2.7 or above, and permission of instructor. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services prior to the start of the internship and should consult the Academic Calendar for registration deadlines. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program.

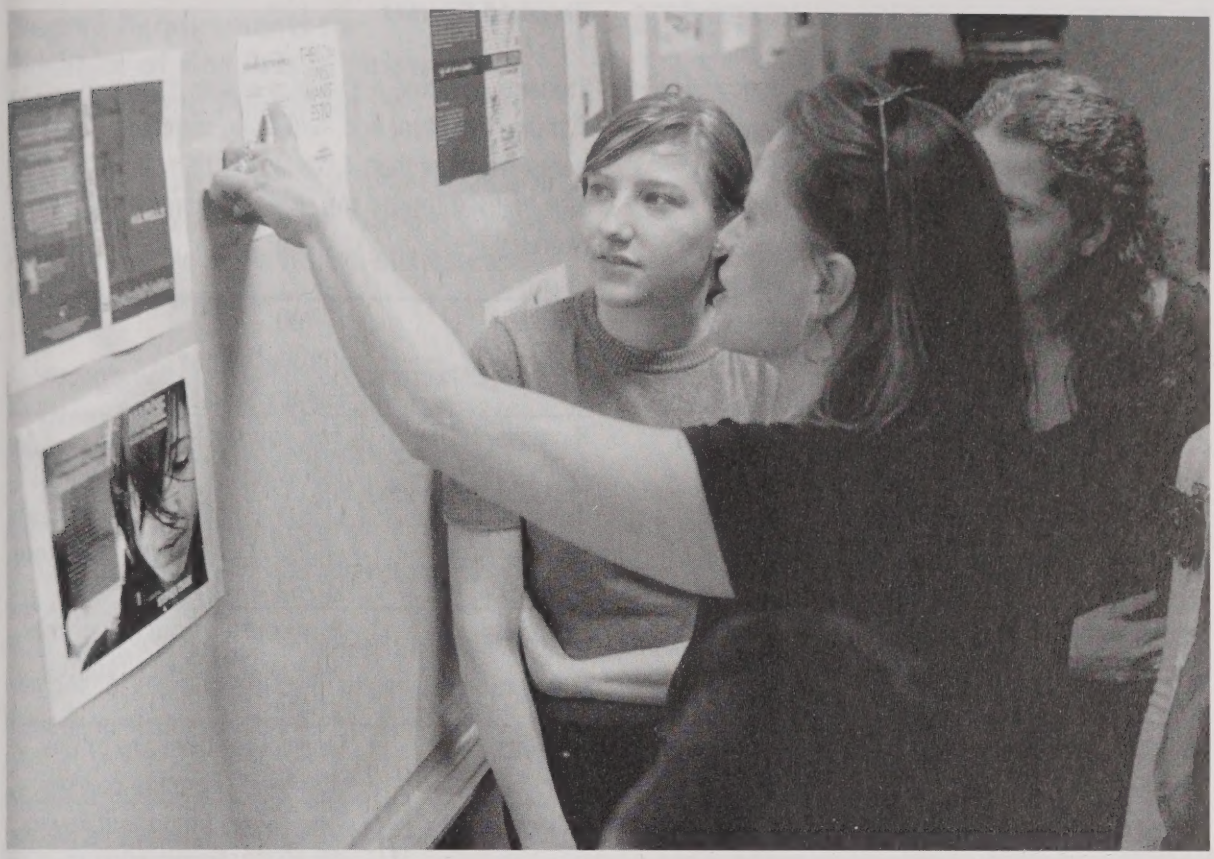
Courses at the 500-level may not be taken by any student who is not a senior at the time the course is offered. Admission to all 500-level courses, unless otherwise noted, requires the student to have completed at least 16 credit hours in Visual and Media Arts. Additional prerequisites are listed below for specific courses.

VM 500
Topics in Visual and Media Arts: Studies
4 credits
Explores various aspects of visual and media arts history, theory, and criticism. May be repeated for credit if topics differ. Prerequisite: VM 200.

VM 520
Topics in Visual and Media Arts: Practice
4 credits
Explores various aspects of visual and media arts practice. May be repeated for credit if topics differ. Prerequisite: varies with course topic.
(Semester varies)

School of the Arts

Department of Writing, Literature and Publishing



Professors Gonzalez, Henry, Medina, Painter, Reiken, Schwartz, Skoyles, Tobin, Treadway, Trimbur, and Yarbrough; Associate Professors Aaron, Asim, Diercks, Donoghue, Emblidge, Fast, Kamada, Koundoura, Walker (Chair), Walters, Whynott, and Yoshikawa; Assistant Professors Chang, Marshall, and McLarin; Senior Distinguished Writers-in-Residence Flook and Mazur; Distinguished Writer-in-Residence Livesey; Distinguished Publisher-in-Residence Randolph; Senior Publisher/Writer-in-Residence Beuttler; Senior Publisher/Editor-in-Residence Weaver; Senior Publisher-in-Residence Lombardo; Senior Writers-in-Residence Brooks, Casson, Haines, Hoffman, Orem, and Papernick; Electronic Publisher-in-Residence Rodzvilla; Lecturers Himmer, Kovaleski Byrnes, Marko, and Parfitt.

The Department of Writing, Literature and Publishing is dedicated to developing the skills of students who are training to become poets, writers of fiction and nonfiction, planning to enter the publishing industry, or preparing to go on to graduate level study. To that end, it offers courses and workshops in each of these areas taught by published authors and experts in the field. It also offers courses in literature, French, and Spanish, designed to produce graduates whose specializations are enriched by a broad interdisciplinary understanding of the history of their chosen genres and what it means to write and communicate today in a global community. The department is also dedicated to providing courses in expository writing that develop basic skills in writing and critical thinking for all students at the College.

Programs

The programs of the Department of Writing, Literature and Publishing are designed to prepare students for a wide range of professional careers and for personal creative development and fulfillment; they also have pre-professional value for those intending to pursue graduate education. Undergraduate students may pursue the BA or the BFA degrees with a major in WLP. Graduate students may pursue the MFA degree in Creative Writing or the MA degree in Publishing and Writing.

The department's curriculum includes coursework in writing, literature, languages, and publishing. Writing courses expose students to a variety of forms, including fiction, poetry, nonfiction, screenwriting, and magazine writing. Literature courses cover a broad range of British, American, and world literatures. Language courses include studies in elementary French and Spanish. Publishing courses prepare students for careers in the world of commercial publishing, and include offerings in magazine design and production, desktop publishing, copyediting, literary editing, and book production and design. Internships in a thriving Boston publishing community provide valuable learning experiences in the field.

Students majoring in fields outside of the department may choose to minor in writing, literature, or publishing. They also may pursue a double major or design an independent major involving writing, literature, language, or publishing as one of their major subject areas.

Degree Requirements for Bachelor of Arts in Writing, Literature and Publishing

The undergraduate faculty of Writing, Literature and Publishing is committed to the following learning objectives for the BA in Writing, Literature and Publishing program:

1. Students will obtain and apply a knowledge of literary history and forms from a diversity of theoretical and cultural perspectives.
2. Students will read, think, and write critically in the methodologies of literary inquiry.
3. Students will acquire and implement skills in information literacy.
4. Students will acquire creative writing skills with the goal of developing individual works in one or more of the literary genres.

Students take courses in poetry, fiction, nonfiction, screenwriting, magazine writing and publishing, in addition to courses in literature that ground them in the English-language tradition and introduce them to other traditions.

Required Courses

Students pursuing a Bachelor of Arts degree in Writing, Literature and Publishing complete 52 credit hours. No more than 4 credits of internship (PB 499) may be used toward the credits required for the BA degree.

4 credits	LI 120 Introduction to Literary Studies
8 credits	Two courses from the following: LI 201 Literary Foundations LI 202 American Literature LI 203 British Literature
16 credits	Four courses from any of the 300- or 400-level Literature courses
4 credits	One course from any of the 400-level Literature courses
4 credits	One course from the following: PB 207 Introduction to Magazine Writing WR 211–216 Introduction to Creative Writing
4 credits	One course from the following: PB 307 Intermediate Magazine Writing WR 311–316 Intermediate Creative Writing
8 credits	Two courses from the following: PB 302 Copyediting PB 380 Magazine Publishing Overview PB 383 Book Publishing Overview PB 395 Applications for Print Publishing
4 credits	One course in Literature, Publishing, or Writing at the 200 level or above

Degree Requirements for Bachelor of Fine Arts in Writing, Literature and Publishing

The undergraduate faculty of Writing, Literature and Publishing is committed to the following learning objectives for the BFA in Writing, Literature and Publishing program:

1. Students will obtain and apply a knowledge of literary history and forms from a diversity of theoretical and cultural perspectives.
2. Students will read, think, and write critically in the methodologies of literary inquiry.
3. Students will acquire and implement skills in information literacy.
4. Students will develop and revise their writing with the goal of creating a body of original work in poetry, fiction, nonfiction, or drama.

Students take introductory, intermediate, and advanced workshops in the above genres, and in literature.

Required Courses

Students admitted to the Bachelor of Fine Arts program complete 56 credits in departmental offerings for the degree. In addition to workshops at the 200, 300, and 400 level, BFA students interested in concentrating in a specific genre take a substantial number of literature and writing courses in that genre. Therefore, it is strongly advised that fiction students take LI 308 The Art of Fiction, as well as a choice of LI fiction-based courses selected from, but not limited to, those listed under the Fiction minor. Nonfiction students should take LI 303 The Art of Nonfiction, as well as a choice of LI nonfiction-based courses such as those offered under LI 487 Topics in Nonfiction. Poetry students should take LI 307 The Art of Poetry, as well as a choice of poetry-based courses, particularly those listed under the Poetry minor.

4 credits	LI 120 Introduction to Literary Studies
8 credits	Two courses from the following: LI 201 Literary Foundations LI 202 American Literature LI 203 British Literature
8 credits	Two courses from the following (not in the same genre): PB 207 Introduction to Magazine Writing WR 211–216 Introduction to Creative Writing
8 credits	Two courses from the following (one will be in the genre of the concentration): PB 307 Intermediate Magazine Writing WR 311–316 Intermediate Creative Writing
4 credits	One course from the following (in the genre of the concentration): PB 401 Advanced Seminar Workshop in Column Writing WR 405–440 Advanced Writing
4 credits	One course from the following (in the genre of the concentration): LI 303 The Art of Nonfiction LI 307 The Art of Poetry LI 308 The Art of Fiction
8 credits	Two courses from any of the 300- or 400-level Literature courses
4 credits	One course from any of the 400-level Literature courses
4 credits	One course in Literature, Publishing, or Writing at the 200 level or above

4 credits	WR 490	Senior Creative Thesis

Policies

Class Enrollment Policy

Any student enrolled in a course in the Writing, Literature and Publishing Department who does not attend class during the first four class hours, and who has not made prior arrangements with the instructor, may be dropped from the class, and that place may be taken by another student. This action takes place at the instructor's discretion regardless of prior registration of the student for the course in question. Students dropped from a class for this reason will be readmitted only with the approval of the course instructor.

Workshop Policy

An undergraduate may take no more than two writing workshops in one semester, and they must be in different genres.

Co-Curricular Activities

The following co-curricular activities are available to students interested in Writing, Literature and Publishing.

Emerson Review
The *Emerson Review* is an annual undergraduate literary publication that features fiction, poetry, interviews, and photo essays. The *Emerson Review* staff is a dedicated and eclectic mix of students of all ages and majors who are devoted to putting together a publication of the highest quality.

Gangsters in Concrete
Gangsters in Concrete is produced annually by the undergraduates of Emerson College. *GIC* is entirely student-run and features poetry, prose, and photography by Emerson College undergraduates.

Gauge
Since 2001, *Gauge* has been pushing the limits of the magazine format. Focused on innovative design and content, the award-winning glossy features photography, poetry, fiction, and nonfiction that are important and impactful to the Emerson community. Theme and design of the magazine change each semester.

Stork
Recognized as co-curricular in 2010, *Stork* is an annual fiction journal dedicated to demystifying the publishing process and improving student writing. *Stork* is founded on the idea of communication between editor and writer and provides an outlet for budding writers to take their work to the next level.

Minor Programs

All minors require four courses (16 credits) of related coursework, two of which must be taken at Emerson College. Where applicable, students may apply 4 credits from the General Education requirements toward a minor.

Writing Minor

At least 16 credit hours in a sequence of related writing courses approved by the department. This sequence includes four courses from the following:

WR 211, 212, 216	Introduction to Creative Writing
WR 311, 312, 313, 315, 316	Intermediate Creative Writing
WR 405	Advanced Seminar Workshop in Poetry
WR 407	Advanced Seminar Workshop in Fiction
WR 415	Advanced Seminar Workshop in Nonfiction

WR 416	Advanced Topics in Writing
WR 440	Advanced Seminar Workshop in Screenwriting

Publishing Minor

At least 16 credit hours in a sequence of publishing courses that includes four courses from the following:

PB 207	Introduction to Magazine Writing
PB 302	Copyediting
PB 307	Intermediate Magazine Writing
PB 380	Magazine Publishing Overview
PB 383	Book Publishing Overview
PB 395	Applications for Print Publishing
PB 401	Advanced Seminar Workshop in Column Writing
PB 481	Book Design and Production
PB 482	Magazine Design and Production
PB 491	Topics in Publishing

Literature Minor

At least 16 credits in literature courses. No more than one course (4 credits) may be at the 200 level. The remaining 12 credits must be in courses numbered 300 or above. These courses should have a planned coherence; they may focus, for example, on a genre, tradition, or period.

Poetry Minor

At least 16 credits, including both literature and writing courses, devoted to poetry. The literature courses must be numbered 300 or above and selected from the following:

LI 305	Modern Poetry and After
LI 307	The Art of Poetry
LI 401	Topics in Poetry
LI 413	The Forms of Poetry: Theory and Practice

The student may also substitute topics courses such as LI 421 when they explicitly focus on poetry. The writing courses must be numbered 200 or above, selected from the following:

WR 212	Introduction to Creative Writing (Poetry)
WR 312	Intermediate Creative Writing (Poetry)
WR 405	Advanced Seminar Workshop in Poetry

Fiction Minor

At least 16 credits, including both literature and writing courses, devoted to fiction. The literature courses must be numbered 300 or above; the writing courses must be numbered 200 or above. Selections may be made from, but are not limited to, the following:

LI 308	The Art of Fiction
LI 313	Novel into Film
LI 323	The American Short Story
LI 393	American Novel I
WR 211	Introduction to Creative Writing (Fiction)
WR 311	Intermediate Creative Writing (Fiction)
WR 407	Advanced Seminar Workshop in Fiction

Literature Courses

LI 120
Introduction to Literary Studies
4 credits
Gives students intensive practice in literary analysis, critical writing, and related research. In discussing primary texts, considerable attention is given to elements of the different genres (e.g., narrative point of view, narrative structure, metrical and free verse), as well as to issues relevant across literary

genres (e.g., form and content, voice, contexts, tone). Readings are chosen from the following genres: poetry, drama, narrative modes, and also include selected literary criticism. Pre- or co-requisite: WR 101.

LI 201
Literary Foundations
4 credits
Surveys foundational works of Western literature in poetry, nonfiction, fiction, and drama in order to familiarize students with literary history as well as the history of our ideas of love, duty, the afterlife, virtue, and vice. Authors studied may include Homer, Sophocles, Plato, Virgil, Ovid, Dante, Boccaccio, the Beowulf poet, and Chaucer. Prerequisites: WR 121 or HS 101, LI 120, and sophomore standing. Fulfills the Literary Perspective of the General Education requirements.

LI 202
American Literature
4 credits
Introduces representative works of American literature in several genres from the colonial period to the modern by writers such as Bradstreet, Franklin, Hawthorne, Thoreau, Douglass, Melville, Dickinson, Whitman, Chopin, Twain, Crane, Hurston, Faulkner, Williams, and Moore. Prerequisites: WR 121 or HS 101, LI 120, and sophomore standing. Fulfills the Literary Perspective of the General Education requirements.

LI 203
British Literature
4 credits
Historical overview of several genres of British literature from the Renaissance to the 20th century, focusing on writers such as More, Spenser, Milton, Defoe, Bronte, Eliot, Joyce, and Beckett. Prerequisites: WR 121 or HS 101, LI 120, and sophomore standing. Fulfills the Literary Perspective of the General Education requirements.

LI 204
Topics in Literature
4 credits
Courses focus on specific themes or topics, such as literature of the city, artists in literature, or coming of age. All topics include literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements. May be repeated for credit if topics differ.

LI 208
U.S. Multicultural Literatures
4 credits
Introduces poetry, fiction, and other genres produced in the multicultural U.S.A. Explores ways writers from disparate communities use various literary forms to articulate resistance, community, and citizenship. Literary texts are situated in their historical contexts and examine the writing strategies of each author. Also includes essays, journalism, and films to learn how diverse cultural texts work to represent America. Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement.

LI 209
Topics in U.S. Multicultural Literature
4 credits
Courses focus on literature produced by historically oppressed peoples in the United States and on specific themes or topics, such as slavery and freedom, American Indian multi-genre life-stories, or border identities. All topics include the study of literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement. May be repeated for credit if topics differ.

LI 210
American Women Writers
4 credits
Examines fiction, poetry, and other genres by 19th- and 20th-century American women such as Jacobs, Dickinson, Chopin, Kingston, Welty, Rich,

and Morrison. Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement.

LI 211
Topics in Global Literature
4 credits
Courses focus on literature produced outside the United States in locations affected by imperial expansion. Specific themes or topics might include Literatures of the Asian Diaspora, Latin American Literature and Cinema, or Literature of Europe's Borders. All topics include literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements and the Global Diversity requirement. May be repeated for credit if topics differ.

Prerequisites for Upper-Level LI Courses: For 300-level LI courses: at least one LI course numbered below 300. For WLP majors, this must include at least one of the following: LI 201, LI 202, LI 203.

For 400-level LI courses: for all students, junior or senior standing and completion of at least one LI course numbered below 300, and at least one 300-level LI course. WLP majors must also have completed two of the following: LI 201, LI 202, LI 203.

LI 303
The Art of Nonfiction
4 credits
Examines a broad range of literary nonfiction works, present and past, paying particular attention to the craft within the nonfiction work but identifying relationships and similarities that literary nonfiction has with the novel and short story. Includes readings from such diverse forms as historical narrative, adventure travel and survival, memoir and the creative nonfiction essay, and other forms of factual writing artfully constructed. (Spring semester)

LI 305
Modern Poetry and After
4 credits
Explores modern and postmodern traditions of poetry in the works of such 20th-century poets as Eliot, Stevens, Auden, Moore, Lowell, Bishop, Plath, Larkin, Rich, Ashbery, and, in translation, Neruda, Rilke, Herbert, Kazuk, and Tsvetaeva.
(Spring semester)

LI 306
Literatures of Continental Europe
4 credits
Explores seminal works in the European literary tradition, with a particular focus on close reading, textual and rhetorical analysis, and aesthetic criticism. The course may include works by Montaigne, Rousseau, Flaubert, Hölderlin, Novalis, Heine, Flaubert, Dostoyevsky, Baudelaire, Rimbaud, Proust, Rilke, Kafka, Borges, Bachmann, and Bernhard. Students write short responses to each work and discuss their ideas in class.
(Semester varies)

LI 307
The Art of Poetry
4 credits
Through reading and discussion of poems from different historical periods, students learn the technical aspects of poetry (such as meter, rhyme, and structure) and how poets use these techniques to create meanings and effects, giving students a critical vocabulary for reading and practicing poetry. For students who want to enhance their ability to discuss and write about poetry by learning the essentials of the poet's art. (Fall semester)

LI 308
The Art of Fiction
4 credits
Explores a broad range of short stories and novels by American and international authors. Teaches students to look at fiction from the perspective of the writer's craft, and emphasizes such elements as structure, narrative, characterization, dialogue, and the differences between shorter and longer forms.

Students gain an appreciation of the fiction writer's craft and an enhanced sense of the drama inherent in effective storytelling. (Fall semester)

LI 313
Novel into Film
4 credits
Studies the adaptation of novels into films, and the narrative conventions that govern each medium. Texts include the works of such writers as Kesey, Burgess, Kundera, Walker, Nabokov, and Puig; films include the work of directors such as Kubrick, Forman, Spielberg, and Babenco. (Fall semester)

LI 323
The American Short Story
4 credits
Acquaints students with the changing thematic and stylistic concerns of the American short story and develops students' critical writing and reading skills. May include authors such as Chopin, Poe, Parker, Hemingway, Faulkner, Stafford, Bambara, Paley, Ford, Oates, and Updike. (Spring semester)

LI 339
British Novel I
4 credits
Engages in social and cultural analysis of the "rise" of the novel in England with representative works from the Restoration (1660) through the end of the 19th century. May include authors such as Behn, Defoe, Sterne, Richardson, Austen, Bronte, Shelley, Dickens, Eliot, and Hardy. (Fall semester)

LI 340
British Novel II
4 credits
Studies representative works of 20th-century British fiction. May cover Modernist authors from the first half of the century such as Forster, Joyce, Ford, Lawrence, Woolf, Waugh, O'Brien, Durrell, Greene, Beckett, Lessing, Murdoch, Golding, and Fowles as well as more contemporary writers from England, Scotland, Wales, and Ireland such as McEwan, Barnes, Amis, Crace, Kelman, and Carter. (Spring semester)

LI 361
Native American Literature
4 credits
Studies works in several genres, including consideration of how traditional myth, story, and ritual contribute to contemporary fiction and poetry, and how the literature reflects and responds to historical and contemporary conditions. May include such authors as Silko, Momaday, Ortiz, Harjo, and Erdrich. Fulfills the General Education U.S. Multiculturalism requirement. (Spring semester)

LI 371
Shakespearean Tragedy
4 credits
Carefully examines selected tragedies from *Romeo and Juliet* to *Antony and Cleopatra*, emphasizing the development of the tragic form. (Fall semester)

LI 372
Shakespearean Comedy
4 credits
Detailed study of selected comedies from *A Midsummer Night's Dream* to *The Winter's Tale*, emphasizing Shakespeare's development of the comic form. (Spring semester)

LI 381
Global Literatures
4 credits
Surveys contemporary world literature written in English by writers from such places as India, Africa, the Caribbean, Australia, Canada, New Zealand, Pakistan, and Sri Lanka. Fulfills the General Education Global Diversity requirement. (Semester varies)

LI 382
African American Literature
4 credits
Surveys African American literature (prose, poetry, and drama) from Olaudah Equiano through Toni Morrison and examines African American literature as part of the field of Diaspora studies. Also explores connections between African American and Caribbean American literatures conceived

as literatures of the African Diaspora. Fulfills the General Education U.S. Diversity requirement. (Fall semester)

LI 385
American Drama
4 credits
Explores the development of American drama in the 20th century from O'Neill, Williams, and Miller to contemporary writers such as Shepard, Mamet, Rabe, and Henley. (Semester varies)

LI 393
American Novel I
4 credits
Studies representative American novels written before the 20th century, including works by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, Chopin, Wharton, and James. (Fall semester)

LI 394
American Novel II
4 credits
Studies representative works of 20th-century American fiction. May cover authors from the first half of the century such as Anderson, Cather, Faulkner, James, Hemingway, Dreiser, Wright, Ellison, and Bellow as well as more contemporary writers such as Roth, Coover, Nabokov, Morrison, DeLillo, Burroughs, Momaday, and Silko. (Spring semester)

LI 396
International Women Writers
4 credits
Explores works by contemporary international women writers within their social and political contexts. Readings include work by such writers as Nadine Gordimer, Jamaica Kincaid, Michelle Cliff, Mawal El Saadawi, Bessie Head, Luisa Valenzuela, and others. Fulfills the General Education Global Diversity requirement. (Spring semester)

LI 401
Topics in Poetry
4 credits
Special offerings in the study of prominent and emerging poets and schools of poetry. Emphasis is on exploring the intersection between individual technique and aesthetic traditions, from the formal to the avant-garde to culturally and politically conscious expressions of the art. The course is principally concerned with poets writing in the English language, though important figures from other language traditions may be read in translation. May be repeated for credit if topics differ. (Semester varies)

LI 410
British Romanticism
4 credits
Introduces one of the most significant and revolutionary periods in British literature. Writers such as William Wordsworth, Mary Shelley, Samuel Taylor Coleridge, and William Blake dominated the literary landscape, and their poetry and prose captured this remarkable period of history. This course considers such writers as these in their historical and aesthetic context, and pays particular attention to the ways in which the legacies of the Romantics survive and inform even contemporary modes of literature. (Semester varies)

LI 411
Topics in European Literature
4 credits
Special offerings in European literature may include such topics as the Romantic Age, Russian Short Fiction, Absurd and Avant-Garde Theater, and the 19th-Century European Novel, or topics related to special interests and expertise of the faculty. May be repeated for credit if topics differ. (Semester varies)

LI 413
The Forms of Poetry: Theory and Practice
4 credits
Students study forms of poetry as used by historical and contemporary poets, and then write original poems in those forms (such as the sonnet, villanelle,

haiku, sestina, syllabic, and renga), and genre forms (such as Surrealist, Expressionist, Anti-poem, Open Field, and Language poetry). (Spring semester)

LI 421
Topics in American Literature
4 credits
Special offerings in American literature that concentrate on the study of particular authors, genres, or themes, or on topics related to the special interests and expertise of the faculty. May be repeated for credit if topics differ. (Semester varies)

LI 423
Topics in Global Literature
4 credits
Special offerings in global literature that include such topics as Latin American Short Fiction, Post-Colonial Literature, and the Hispanic Caribbean, or on topics related to the special interests and expertise of the faculty. Fulfills the General Education Global Diversity requirement. May be repeated for credit if topics differ. (Semester varies)

LI 436
Cultural Criticism
4 credits
Surveys the dominant theoretical approaches to the study of culture. The course traces their main arguments and helps students develop a sense of what it means to be a producer and a consumer of culture today. (Fall semester)

LI 481
Topics in African American Literature
4 credits
Studies traditions of African American literature, such as the Harlem Renaissance, Depression Poets and Novelists, or Neo-slave Narratives. Courses may focus on Political Plays of the Sixties, The Blues as Poetry, Spirituals and Jazz as Literature, and include such authors as Wright, Petry, Baraka, Himes, Naylor, and Smith. Fulfills the General Education U.S. Diversity requirement. May be repeated for credit if topics differ. (Spring semester)

LI 482
Topics in Fiction
4 credits
Special offerings in the novel, novella, and other modes of short fiction from various periods. May be repeated for credit if topics differ. (Semester varies)

LI 487
Topics in Nonfiction
4 credits
Special offerings in autobiography, biography, travel writing, nature writing, and other belletristic work from various periods. May be repeated for credit if topics differ. (Semester varies)

LI 498
Directed Study
2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: senior standing, completion of a course offered on the subject or equivalent. Directed studies or projects may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. Students may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. A 3.0 GPA is required.

Publishing Courses

PB 207
Introduction to Magazine Writing
4 credits
Introduces writing for commercial markets. Students develop, research, and write nonfiction articles and learn where to market them. May be repeated once for credit and may be substituted for one 200-level WR (writing) workshop. Prerequisite: WR 101 or HS 101.

PB 302
Copyediting
4 credits
Practical course about the process of editing and preparing manuscripts for publication. Together with hands-on assignments, the course considers the relation of editor to author, the nature of copyediting in various publishing environments, and other topics. Prerequisite: WR 101 or HS 101.

PB 307
Intermediate Magazine Writing
4 credits
Requires students to research and write an article or magazine feature. Students learn terms, concepts, and techniques to improve both writing and critical thinking. Prerequisite: PB 207. May be repeated once for credit and may be substituted for one 300-level WR (writing) workshop.

PB 310
Publication Practicum
1 non-tuition credit
Students work on one of Emerson's literary publications. May be repeated four terms for credit.

PB 380
Magazine Publishing Overview
4 credits
Provides an understanding of the magazine field from the perspective of writers and editors. Looks at the similarities and differences between general interest magazines and more focused magazines, and how magazines compete with each other and with other media for audiences and revenues. Topics include how magazines carve out niches, the relationship between the business and editorial departments, and the editorial operations of magazines. The course also looks at the history of the magazine industry. Prerequisite: junior or senior standing.

PB 383
Book Publishing Overview
4 credits
Examines the acquisition and editing of a manuscript, its progress into design and production, and the final strategies of promotion and distribution of a finished book. Prerequisite: junior or senior standing.

PB 395
Applications for Print Publishing
4 credits
Students master the page layout and image creation software used in the publishing industry. Students also learn related computer-based skills, such as type and image sourcing, image acquisition, including scanning, and copyright issues. Although some design issues are addressed, the primary focus is on software skills. Course assumes students have basic Macintosh skills.

PB 401
Advanced Seminar Workshop in Column Writing
4 credits
This magazine publishing course covers the process of researching, writing, and revising magazine columns with an understanding of the importance of audience. Draws on both the published writing of seasoned columnists from a variety of genres as well as weekly columns written by students. Prerequisite: PB 307, PB 380, or JR 460. May be substituted for one 400-level WR (writing) workshop.

PB 402
Book Editing
4 credits
Book editing, or substantive editing, is a highly subjective, visceral skill informed by flexibility, judgment, life experience, grammatical grace, signposts, caution lights, road maps, respect for the author, and subtle diplomacy in the author/editor relationship, all directed toward helping the writer to the intended creative goal. In other words, book editing is an art, not a science. However, an exploration of the foundations of constructive

shaping, development, organization, and line-editing may release the inner shepherd/wrangler in you. Prerequisite: PB 383. (Fall semester)

PB 403
Electronic Publishing
4 credits
Explores various methods of digital publishing including e-books and web site creation. The course is designed to provide students with a basic understanding of the planning, development, and management of digital content. Prerequisites: one 300–level PB course and junior standing.

PB 481
Book Design and Production
4 credits
Covers book and book jacket design fundamentals: design, typography, image research and assignment, and prepress and manufacturing. This is not a software instruction course. Prerequisite: PB 395 (may be taken concurrently) or permission of instructor. (Spring semester)

PB 482
Magazine Design and Production
4 credits
Covers magazine design fundamentals: typography, image research and assignment, prepress and manufacturing, and traditional and computer-based tools and equipment. Each student produces a sample magazine through a workshop process of presentations and revisions. This is not a software instruction course. Prerequisite: PB 395 (may be taken concurrently) or permission of instructor. (Fall semester)

PB 491
Topics in Publishing
4 credits
Special offerings in book, magazine, and electronic publishing. May be repeated for credit if topics differ. Prerequisites vary with topic.

PB 498
Directed Study
2 or 4 credits
Provides an opportunity to conduct research and to write in an area not covered in the regular publishing curriculum. Prerequisites: senior standing and completion of a course offered on the subject or equivalent. Directed studies may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. Students may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. A 3.0 GPA is required.

PB 499
Internship
4 or 8 credits
Internships involve work in publishing and other related areas. Students attend class meetings during the internship semester. Only juniors and seniors with a current 2.7 GPA are eligible. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services prior to the start of the internship. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program. Course cannot be added after the regular registration period. Please consult the Academic Calendar for registration deadlines.

Writing Courses

WR 101
Introduction to College Writing
4 credits
Introduces college writing, focusing on cultural analysis that appears in academic work and in the public intellectual sphere. Emphasizes how writers work with texts (including images, film, music, and other media) to develop writing projects. Through four main writing projects that concentrate on drafting, peer review, and revision, students learn to be constructive readers of each other's writing and to understand the rhetoric of intellectual inquiry.

WR 121
Research Writing
4 credits
Research-based writing course that explores how rhetorical situations call on writers to do research and how writers draw on various types of writing to present the results of their research. Through four main writing projects, students develop an understanding of the purposes and methods of research and a rhetorical awareness of how research-based writing tasks ask them to consider their relation to the issues they are researching and to their audiences. Prerequisite: WR 101.

WR 211–216
Introduction to Creative Writing
4 credits
These courses focus on the basic vocabulary, techniques, and traditions in the chosen genre. All courses include the discussion of published work. Students practice their writing craft through exercises and other assignments, many of which are shared with the class in an introductory workshop setting. May be repeated once for credit. Prerequisite: WR 101 or HS 101.

WR 211 Introduction to Creative Writing: Fiction
WR 212 Introduction to Creative Writing: Poetry
WR 216 Introduction to Creative Writing: Nonfiction

WR 311–316
Intermediate Creative Writing
4 credits
Original essays, poems, plays, and short stories are written and presented in class for criticism and discussion. Students also read and discuss published work in the genre. May be repeated once for credit. Prerequisite: see below.

- WR 311 Intermediate Creative Writing: Fiction (prerequisite: WR 211)
- WR 312 Intermediate Creative Writing: Poetry (prerequisite: WR 212)
- WR 313 Intermediate Creative Writing: Drama (prerequisite: WR 211)
- WR 315 Intermediate Creative Writing: Comedy (prerequisite: WR 211)
- WR 316 Intermediate Creative Writing: Nonfiction (prerequisite: WR 216)

WR 405
Advanced Seminar Workshop in Poetry
4 credits
Advanced writing workshop in poetry with in-class discussion of original poems by students already seriously engaged in writing poetry. Pays special attention to getting published, and students are encouraged to submit their work to magazines. May be repeated once for credit. Prerequisites: WR 312 and junior standing.

WR 407
Advanced Seminar Workshop in Fiction
4 credits
Extensive fiction writing of short stories and/or novels coupled with in-class reading for criticism and the craft of fiction. May be repeated once for credit. Prerequisites: WR 311 and junior standing.

WR 415
Advanced Seminar Workshop in Nonfiction
4 credits
Advanced writing workshop in various nonfiction forms, such as memoir, travel writing, literary journalism, or other narrative nonfiction writing.

Students will already have completed at least one nonfiction workshop, have a project in development, and be capable of discussing such techniques as characterization, point of view, and narrative structure as they appear in literary nonfiction forms. Prerequisites: WR 316 and junior standing.

WR 416
Advanced Topics in Writing
4 credits
Special offerings in various genres of writing like Comedy Writing, Travel Writing, Experimental Fiction, among others. May be repeated for credit if topics differ. Prerequisites: junior or senior standing and completion of a 300-level writing course in the genre being offered. (Semester varies)

WR 440
Advanced Seminar Workshop in Screenwriting
4 credits
Advanced workshop in feature film writing in which students learn how to work with characters, dialogue, and dramatic structure through story development, mini treatments, and scene breakdown. Students beginning new scripts produce at least half of a screenplay and a solid, outlined second half. Students continuing a work-in-progress script revise and polish. Course also includes study and discussion of successfully produced film/TV scripts. May be repeated once for credit. (Course may count toward the VMA or WLP major.) Prerequisites: WR 311 and junior standing.

WR 490
Senior Creative Thesis (All Genres)
4 credits
Required of all BFA majors: During the final semester of his/her senior year, each student produces an extended literary work of fiction, poetry, or creative nonfiction. Students wishing to write in another genre must acquire instructor approval prior to registering for WR 490. Each student works independently but consults regularly with an advisor to evaluate and revise the work-in-progress. The final manuscript measures and represents the student's abilities and his/her commitment to a serious creative endeavor. Unless prior instructor approval is acquired, at the time students write their BFA thesis, they shall have previously taken, or be currently enrolled in, a WR 400–level class in the genre of their thesis. Senior BFA Writing majors only.

WR 498
Directed Study
2 or 4 credits
Provides an opportunity to conduct research and to write in an area not covered in the regular writing curriculum. Prerequisites: senior standing and completion of a course offered on the subject or equivalent. Directed studies may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. Students may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. A 3.0 GPA is required.

World Language Courses: French and Spanish

The current General Education World Language Requirement is completion of a course at the elementary II level. Courses in American Sign Language also fulfill the language requirement.

Elementary Language Courses: French and Spanish

Courses provide students with the basic structures needed for communication in the target language. They are designed to be interactive, creating everyday situations that call for a variety of skills. Students engage in class drills and intensive small group discussion. Grammar is presented through example and the emphasis is on both spoken and written practice.

LF 101
Elementary French I
4 credits
Stresses mastery of essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in French. Class time is devoted to interactive practice. Conversational skills, pronunciation, and understanding are verified through regular oral exams. (Fall semester)

LF 102
Elementary French II
4 credits
A continuation of LF 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials. Prerequisite: LF 101. (Spring semester)

LS 101
Elementary Spanish I
4 credits
Stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in Spanish. Class time is devoted to interactive practice. Conversational skills, pronunciation, and understanding are verified through regular oral exams. (Fall semester)

LS 102
Elementary Spanish II
4 credits
A continuation of LS 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials. Prerequisite: LS 101. (Spring semester)

School of Communication

Mission

The School of Communication offers a 21st-century approach to career preparation. Designed for intellectual synergy, the curriculum blends powerful theoretical principles with practical, experiential application to develop innovative communication leaders ready to excel in the workforce. With cutting-edge equipment, students learn to skillfully handle the tools of their trade. By engaging with the best scholarly minds in small classroom settings, students learn to develop and manage this century's gold and silver: content and people. Externally, the continuously evolving technological landscape reinforces the vitality of communication as both a process and end result. Internally, the curriculum addresses the role of communication in this dynamic world. Through communication, organizations structure work and prioritize outcomes; interpersonal relationships are formed, maintained, and dissolved; products are positioned in the marketplace and matched to consumers; political coalitions are created and political outcomes are determined; people are cared for in poor health, motivated to create better health, and educated to improve communication deficiencies; and, democracy is possible through public dissemination of local, national, and international occurrences. The School's programs offer students an opportunity to understand these functions broadly and to select a particular specialization.

The School is home to four academic departments, offering degree programs in marketing communications, communication disorders, political communication (leadership and social advocacy), communication studies, and journalism. The four departments also provide courses in the humanities, sciences, and social sciences in fulfillment of the College's General Education requirements and in support of the majors' goals.

School of Communication

Department of Communication Sciences and Disorders

Professor Kempler; Associate Professors Bajaj, Edgar, Jagaroo, Lasker, Oswald (Interim Chair), and Satake; Assistant Professors Grossman, Luyster, McLaughlin-Volpe, and Vashlishan-Murray; Scientist-in-Residence Honea; Scholar-in-Residence McBride; Faculty-in-Residence Morgan; Clinical Instructors Connors, Glufling-Tham, Lindsay, Lipschultz, Micucci, Rimshaw, and Thau; Developmental Specialists Aron and Brown.

The Department of Communication Sciences and Disorders is committed to leadership and excellence in its education of Emerson students. The department encompasses the baccalaureate and master's programs in Communication Disorders; the master's program in Health Communication; as well as the academic disciplines of Mathematics, Science, Psychology, and American Sign Language. Education in all these disciplines is designed to emphasize logical thinking, rational inquiry, ethical behavior, and the application of relevant technologies in the context of the highest standards of academic integrity. The department is dedicated to fostering among its students appreciation of and respect for the diversity of human cultures along with the relevance of this diversity to the department's fields of study.

Programs

The purpose of the undergraduate degree program in Communication Disorders is to provide students with intensive academic preparation in the basic human communication processes. This preparation includes courses related to speech, language, and hearing in typical and atypical populations and the anatomical structures and scientific bases of speech production and American Sign Language. In addition, students will be guided to take appropriate courses in math, psychology, and the sciences, which satisfy both the General Education requirements of the College and the American Speech-Language-Hearing Association's standards. The undergraduate degree program is designed to prepare students for eventual graduate study in speech-language pathology, audiology, or related areas; to prepare

them for paraprofessional employment; and to help students make decisions concerning future graduate study in this and related fields.

The faculty of the undergraduate degree program in Communication Disorders is committed to the following learning objectives:

1. Students will demonstrate an understanding of the scientific basis of communication and its disorders.
2. Students will apply scientific and theoretical knowledge to clinical processes.
3. Students will incorporate critical thinking and rational inquiry in their study of communication disorders.
4. Students will demonstrate an understanding of the range of human diversity and its relationship to communication disorders.
5. Students will develop an understanding of normal and disordered speech, language, and hearing that can be used as a background for graduate study in speech-language pathology, audiology, or related fields.
6. Students will develop professional clinical and research writing skills.

Undergraduate students majoring in Communication Disorders become candidates for the Bachelor of Science degree. Transfer students entering Emerson later than the first semester of junior year should expect to enroll for at least one additional term to meet degree requirements.

The Department of Communication Sciences and Disorders operates the Robbins Speech, Language, and Hearing Center. Since 1953, the Robbins Center has provided evaluation and treatment for children and adults with communication problems, as well as education programs for family members and caregivers. A number of programs are run through the Robbins Center, including the Thayer Lindsley Family-Centered Program for deaf and/or hard-of-hearing young children, the Program for Acquired Communication Disorders, the Program for Speech Improvement, and the Program for Developmental Communication Disorders.

Students in the undergraduate degree program participate in service learning placements in urban preschool programs and complete observational experiences within the department as part of the required coursework for individual courses. Volunteer experiences in our clinical program are often available to undergraduate students. Upper-level students may choose to participate in a Field Experience designed to match their clinical or research interests. This elective provides students with an opportunity to interact directly with communicatively impaired people. The experience also allows students to learn about the types of services provided in various agencies through contact with speech-language pathologists, audiologists, or other professionals working in the field.

Degree Requirements for Bachelor of Science in Communication Disorders

CD 162	American Sign Language I
CD 193	Introduction to Communication Disorders
CD 201	Language Acquisition
CD 233	Phonetics
CD 234	Speech and Hearing Anatomy and Physiology
CD 312	Survey of Speech Disorders
CD 313	Survey of Language Disorders
CD 403	Speech Science
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation

Students majoring in CD are also advised to take four courses to satisfy the academic requirements for their future certification by the American Speech-Language-Hearing Association, one each in mathematics, biological sciences, physical sciences, and social/behavioral sciences.

Typical Sequence of Courses for the Undergraduate CD Major

Freshman Year	
CD 162	American Sign Language I
CD 193	Introduction to Communication Disorders

Sophomore Year	
CD 201	Language Acquisition
CD 233	Phonetics
CD 234	Speech and Hearing Anatomy and Physiology

Junior Year	
CD 312	Survey of Speech Disorders
CD 313	Survey of Language Disorders

Senior Year	
CD 403	Speech Science
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation

Total Credits: 40

Minor Programs

Students wanting to minor in the disciplines housed in the Department of Communication Sciences and Disorders have the four options described below. Up to 8 credits may apply to both the General Education requirements and these minors.

Hearing and Deafness Minor

Four out of the following list of classes:	
CD 153	Images of the Disabled
CD 162	American Sign Language I
CD 208	American Sign Language II
CD 309	American Sign Language III
CD 409	American Sign Language IV
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation
SC 311	Sensation and Perception

Students majoring in Communication Disorders cannot use CD 162, CD 467, or CD 468 toward this minor.

Health Communication Minor

The School of Communication offers students in any major in the College the opportunity to minor in Health Communication. Health Communication is one of the faster-growing areas in the economy, and these courses introduce students to concepts important for communication-based work in the health area. Sixteen credits are required for the minor. Four of these credits may also be used to fulfill General Education requirements. This minor is intended to particularly strengthen the curriculum for students who wish to pursue a career in health as it relates to marketing, public relations, any area of allied health, and other fields. To complete the minor, students must take the following courses:

HC 200	Principles and Practices of Health Communication
HC 250	Topics in Health Communication
HC 400	Health Communication Campaigns

And one of the following 200-level courses:	
PS 201	Abnormal Psychology
SC 210	Human Health and Disease
SC 211	Food and Nutrition
SC 212	Evolution of Human Nature
SC 213	The Brain and Behavior
SC 214	Plagues and Pandemics
SC 215	Personal Genetics and Identity
SC 216	DNA and Society

Psychology Minor

Students wanting to minor in Psychology will take a sequence of four courses in psychology, three of which must be taken at Emerson. All Psychology courses count toward this minor, as well as CD 201 Language Acquisition, SC 213 The Brain and Behavior, and SC 311 Sensation and Perception. Students who minor in both Psychology and Science may not double count SC 213 and SC 311.

Science Minor

Students wanting to minor in Science will take a minimum of four courses, three of which must be taken at Emerson. All minors must include at least one course from the Human Biology and Health cluster, at least one from the Environmental Science cluster, and at least one 300-level Science course. The sophomore Honors Seminar (HS 201) counts toward the minor as a Human Biology and Health course.

Human Biology and Health	
SC 210	Human Health and Disease (was 202)
SC 211	Food and Nutrition (was 203)
SC 212	Evolution of Human Nature
SC 213	The Brain and Behavior (was 270)
SC 214	Plagues and Pandemics
SC 215	Personal Genetics and Identity
SC 216	DNA and Society
SC 310	Science in Translation: Health and Genetics
SC 311	Sensation and Perception (was 207)

Environmental Science	
SC 220	Energy and Sustainability
SC 221	Meteorology (was 206)
SC 222	Earth Science: Natural Disasters (was 208)
SC 223	Climate Change (was 209)
SC 224	Ecology and Conservation
SC 225	The Science and Politics of Water
SC 226	Plants and People
SC 320	Science in Translation: Environmental Science

Communication Disorders Courses

CD 153
Images of the Disabled
4 credits
Studies how the disabled are portrayed in film, theatre, and literature in contrast with the realities of society. Examines the issue of disability as a culture. Fulfills the Social and Psychological Perspective and the General Education U.S. Diversity requirement. (Semester varies)

CD 162
American Sign Language I
4 credits
Introduces American Sign Language and American deaf culture. Students learn commonly used signs and basic rules of grammar. The course also explores information related to the deaf community, interaction between deaf and hearing people, and deaf education.

CD 193
Introduction to Communication Disorders
4 credits
Introduces the professions of speech-language pathology and audiology, and the variety of communication disorders affecting children and adults. Students learn to use clinical terminology to describe treatment sessions during in-class guided observations. Guest speakers include speech-language pathologists and audiologists who describe their various work experiences.

CD 201
Language Acquisition
4 credits
Explores the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. Includes discussion of the development of speech and language skills throughout the life span, from birth to adulthood. Includes a required service learning component involving weekly participation in an area preschool program throughout the semester. Fulfills the Social and Psychological Perspective.

CD 208
American Sign Language II
4 credits
Continues to expand on receptive and expressive skills in ASL with emphasis on developing use of classifiers and the role of spatial relationships. Prerequisite: CD 162. Fulfills the General Education World Languages requirement.

CD 233
Phonetics
4 credits
Studies the various aspects of speech sounds and their production with a focus on articulatory, acoustic, and linguistic bases. Students learn to discriminate, analyze, and transcribe speech sounds using the International Phonetic Alphabet (IPA). The relevance of course content to clinical and other applications is discussed as students learn to use the IPA to transcribe the speech of individuals with communicative impairments and different social dialects and accents. This course may be of special interest to students interested in acting, radio, and/or television broadcasting.

CD 234
Speech and Hearing Anatomy and Physiology
4 credits
Studies the structure of the biological systems that underlie speech, language, and hearing with an emphasis on the processes and neural control of respiration, phonation, resonance, and articulation. Clinical disorders are used to elucidate dysfunction of these normal processes as substrates for human communication. (Spring semester)

CD 309
American Sign Language III
4 credits
A continuation of American Sign Language II. Students continue to expand different grammatical features of time signs and some different forms of inflecting verbs. In addition, students continue to develop conversational strategies in asking for clarification, agreeing, disagreeing, and hedging. Prerequisite: CD 208. (Fall semester)

CD 312
Survey of Speech Disorders
4 credits
Provides students with a basic understanding of human communication in areas of articulation, fluency, resonance, and voice. Issues related to assessment and intervention are addressed. Students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American Speech-Language-Hearing Association. Students learn to abstract and integrate information from clinical observations into thoughtful, well-written clinical observation reports. Prerequisite: CD 234. (Fall semester)

CD 313
Survey of Language Disorders
4 credits
Provides students with a basic understanding of disorders of human communication associated with developmental and acquired language disorders in children and adults. Assessment and intervention are addressed. Students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American Speech-Language-Hearing Association. This is a writing-intensive course in which students write a major term paper with revisions and learn to use the APA writing conventions. Prerequisite: CD 301. (Spring semester)

CD 400
Clinical Foundations
4 credits
Introduces the clinical process and methodology that underlie observation, assessment, and treatment of communication disorders in children and adults. Students learn to plan and execute a therapy session with a selected client. Clinical writing skills are developed through a variety of written assignments such as treatment plans, data collection and analysis, and progress notes. Prerequisites: CD 312 and CD 313 (may be taken concurrently); juniors and seniors only.

CD 403
Speech Science
4 credits
Examines the physiological, acoustic, and perceptual processes involved in speech production and perception. Students get exposure to instrumentation for the display and acoustic analysis of speech sounds. This course may be of special interest to students in radio and television broadcasting who want to better understand properties of speech. Prerequisite: CD 233. (Spring semester)

CD 409
American Sign Language IV
4 credits
A continuation of American Sign Language III. Students continue to expand knowledge and use of advanced grammatical features and further develop conversational abilities. Prerequisite: CD 309. (Spring semester)

CD 467
Introductory Audiology
4 credits
Includes detailed anatomy of the ear with an overview of the physics of sound and current medical and audiologic management of hearing loss. Covers pure tone and speech audiometry, site-of-lesion testing, and audiogram interpretation. (Fall semester)

CD 468
Aural Rehabilitation
4 credits
Examines theories underlying habilitation and rehabilitation procedures for deaf and hard-of-hearing children and adults. Covers the effects of hearing loss on an individual and family, education of children with hearing loss, use of sensory aids, and design of aural rehabilitation programs for various populations. Prerequisite: CD 467. (Spring semester)

CD 497
Topics in Communication Disorders
4 credits
Focuses on topics in the field such as current theoretical perspectives, particular pathologies, clinical methodologies, or interdisciplinary issues between communication disorders and other fields.

CD 498
Directed Study
2 or 4 credits
Individual study in communication disorders. An honors section of this course is open to students with appropriate academic credentials and permission of advisor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

CD 499
Field Experience
2 or 4 credits
Students spend four to eight hours per week in a clinical or research setting involving children or adults with speech, language, or hearing problems. Students observe professional activities and engage with professional staff, families, and clients/patients. Specific student responsibilities are established by the field experience supervisor. Students write a final paper integrating an aspect of their experience with research in that area. Prerequisites: senior standing, 3.0 GPA, and permission of the field experience coordinator.

Health Communication Courses

HC 200
Principles and Practices of Health Communication
4 credits
Introduces the study and application of principles and practices of health communication. This is a foundation for students in exploring what we know about our health due to the different components of communicating about health. Specifically, topics cover doctor-patient communication, the role of culture, social support, family health history, varied communication channels, technology, health campaigns, risk communication, and government policies. Case studies of health practices are used to illustrate these different topics.

HC 250
Special Topics in Health Communication
4 credits
Focuses on current topics in health communication such as those related to culture, diversity, and communication.

HC 400
Health Communication Campaigns
4 credits
"Just Say No." "This is your brain on drugs." "Live Strong." "Race for the Cure." Health campaigns have influenced our perception of issues related to health and health behaviors for decades. Students

learn the process of health campaigns to obtain the skills to develop, implement, and evaluate their own health campaign for a community effort. The course also discusses the role of public health, perceptions of health, and the variety of communication channels available when creating these campaigns. Prerequisites: HC 200, a 200-level course in Human Biology and Health from the Science curriculum (SC 210–216), and junior standing.

Mathematics Courses

All of the following Mathematics courses fulfill the General Education Quantitative Reasoning Foundation requirement.

MT 102
College Mathematics
4 credits
Applies mathematical methods to topics including set theory, mathematical logic, plausible and heuristic reasoning patterns, probability theory, and investment theory including simple interest, compound interest, basic annuities, and amortization. (Semester varies)

MT 106
Business Mathematics
4 credits
Applies mathematical methods to a wide variety of business decisions including reconciliation, taxation, property and casualty insurance, cash and trade discounts, simple interest, simple discount, compound interest, basic annuities, and amortization. (Semester varies)

MT 207
Statistics
4 credits
Prepares students to use, understand, and evaluate basic statistical techniques. Introduces the most common topics and procedures in descriptive and inferential data analysis, such as measures of central tendency and variability, shapes of distributions, correlation and simple linear regression, sampling distributions, hypothesis testing, effect size, statistical power, t-tests, and chi-square.

Psychology Courses

All of the following Psychology courses, except PS 405 and PS 498, fulfill the Social and Psychological Perspective of the General Education requirements.

PS 101
Introductory Psychology
4 credits
Presents topics across the range of sub-disciplines that make up the field, including the history of psychology, research methods, attention and consciousness, learning, memory, language, motivation, emotion, social perception and interaction, child and adult development, and mental illness. Students engage in discussions, presentations, and demonstrations centered on key ideas in the field.

PS 200
Social Psychology
4 credits
Introduces the discipline of social psychology. Examines how the behavior of individuals is influenced by their social environment. Topics include impression formation, persuasion, conformity, interpersonal attraction, helping behavior, aggression, and prejudice. (Semester varies)

PS 201
Abnormal Psychology
4 credits
Provides an introduction to the nature, etiology, and classification of abnormal behaviors and therapeutic methods used to treat them. An explanation of the relation between mental disorder and the social and cultural setting is also provided. (Semester varies)

PS 202
Developmental Psychology
4 credits
Explores the stage/age-related physical, cognitive, and psychosocial development of individuals. Topics include physical maturation and sensory-motor

development; thinking, reasoning, and language processes; personality growth; social cognition; and interpersonal interaction. Attention is also given to the discussion of contemporary issues in developmental psychology. (Semester varies)

PS 203
Cognitive Psychology
4 credits
Studies the mental mechanisms and processes involved with perception, learning, memory, and thinking. Topics may include perception, attention, memory, language, problem solving, decision-making, mental representation and knowledge, reasoning, creativity, and intelligence. Highlights the close relationship between modern cognitive psychology and cognitive neuroscience that ties cognitive processes to brain systems. (Semester varies)

PS 301
Personal Growth and Adjustment
4 credits
Examines means and methods of adaptation to life, with a focus on psychological development across the life cycle. An applied psychology course with a heavy emphasis on self-reflection and the means of effective functioning. Topics may include stress, adaptive and maladaptive coping, identity and the self, as well as specific lifestyle issues such as relationships, health, values, working, aging, gender, and sexuality. Prerequisite: junior standing. (Semester varies)

PS 306
Psychology of Prejudice
4 credits
Explores the psychological causes and consequences of stereotyping, prejudice, and discrimination through an analysis of psychological theory and empirical research. By focusing on the experiences of a wide range of groups, the course examines themes such as group identity and intergroup conflict; the nature of categorization; why stereotypes persist; the personal and societal impact of prejudice; and how prejudice might be overcome. Fulfills the General Education U.S. Diversity requirement. Prerequisite: junior standing. (Semester varies)

PS 380
Topics in Psychology
4 credits
Special offerings in psychology focus on important questions in contemporary psychology. Each course uses theory and methods within major psychological perspectives such as cognitive, biological, evolutionary, developmental, social, and clinical psychology to demonstrate how psychology addresses and responds to concerns of individuals and groups in real-world contexts. May be repeated for credit if topics vary. (Semester varies)

PS 405
Advanced Seminar in Psychology
4 credits
Involves comprehensive study of a sample of topics at the forefront of psychology and cognitive neuroscience. Topics extend across cognitive, developmental, social, clinical, biological, and evolutionary psychology. Approaches each of the topics with in-depth historical perspectives, a wide interdisciplinary scope, theoretical detail, and the current state of research on the subject matter. Active student participation and discourse are integral to the format of this seminar. Prerequisites: PS 101 and one other PS course; junior standing. (Semester varies)

PS 498
Directed Study in Psychology
2 or 4 credits
Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

Science Courses

All of the following Science courses, except SC 498, fulfill the Scientific Perspective of the General Education requirements.

SC 210
Human Health and Disease
4 credits
How is our human body designed and maintained and how is the intricate balance of this system disrupted in illness? This course explores the structure, function, and interrelationship between several body systems through the study of human disease. Several major non-infectious diseases are selected (for example, diabetes, Alzheimer's, heart disease, and lung cancer) as a platform for discussing the chemistry and anatomy of the body. Study of these diseases informs discussion on mechanisms of drug action, the nature of disease risk factors, ethics and politics of healthcare, and the role of mind-body relationships in health and disease. (Semester varies)

SC 211
Food and Nutrition
4 credits
Introduces food systems, diet, and nutrition. Helps students become informed consumers of food by discussing what we eat, why we eat, where our food comes from, how it is processed, and how it affects our health. Students learn principles of nutrition, including the function of nutrients, food composition and diet analysis, the workings of the digestive system, and the nutritional roots of disease. The environmental, sociological, and psychological implications of food are discussed, and emphasis is placed on dispelling common myths about food and on questioning information presented in the media. (Semester varies)

SC 212
Evolution of Human Nature
4 credits
Introduces the field of evolutionary biology and its application to all species, including humans. Major topics include natural selection, adaptation, and sexual selection, as well as genetics. Focuses particularly on the ancestral legacies of primate and human evolution that continue to influence modern-day society, including topics such as cooperation, jealousy, aggression, and health. (Semester varies)

SC 213
The Brain and Behavior
4 credits
Discusses the general structure of the human brain and perceptual, cognitive, and neurologic functions and disorders tied to various brain systems. Covers neuroanatomy, neurophysiology, basic sensory functions, brain development, mechanisms of drugs and hormones, sleep, consciousness, and investigative methods used to study the brain. Higher neurocognitive functions, including language and memory and a range of neurodevelopmental, neuropsychiatric, and neurodegenerative disorders are also explored. (Semester varies)

SC 214
Plagues and Pandemics
4 credits
Infectious diseases are a leading worldwide cause of human death. This course describes and discusses the role, origins, spread, and impact of infectious diseases. By examining how the human immune system guards against infectious disease, students gain an understanding of the complex interaction between host and pathogen. This foundation is a launching point for discussion of topics such as the rise of drug-resistant microbes, advances in diagnostic and vaccine development, the socioeconomic and political factors involved in disease progression, food preservation and safety, and the use of microbes and microbial products in bioterrorism. (Semester varies)

SC 215
Personal Genetics and Identity
4 credits
As it becomes increasingly possible to obtain personalized versions of our individual human genomes, it behooves us to consider how much weight this information carries in generating our physical uniqueness and individual identity. This course introduces the biological basis of inheritance and human variation while considering the personal and public implications of accessibility to one's genetic information. In particular, students explore what our DNA can and can't tell us about appearance, disease, ancestry, and behavior. Students consider the marketing of genetic tests, the use of DNA databases in forensic science, regulation of the personal genomics industry, and genetic privacy. (Semester varies)

SC 216
DNA and Society
4 credits
Explores the structure and function of DNA and the role of the genetic code in shaping the basic cellular units of life. Covers the molecular biology necessary to understand science developments that have garnered the attention of the media and the scientific community, including those relating to biotechnology, stem cells, and genetic engineering. Students discuss this science at its intersection with art, policy, marketing, medicine, and human experience. They gain an appreciation of how molecular biology impacts our society and obtain the tools necessary to make informed decisions about the science we encounter. (Semester varies)

SC 220
Energy and Sustainability
4 credits
Energy has emerged as one of the most important issues facing our society, as it is increasingly clear that our current patterns of energy use are not sustainable. The course examines the ways in which we use energy, as individuals and as a society, and discusses available and future energy technologies in terms of their environmental impact and technical, economic, and political viability. Students explore various energy sources, beginning with traditional fossil fuel-based technologies, then focusing on emerging technologies, such as hydropower, wind, biomass, solar, geothermal, oceanic, fuel cell, and nuclear. (Semester varies)

SC 221
Meteorology
4 credits
Introduces the basic concepts involved in the analysis of weather phenomena and climate patterns at global and local scales. Major topics of discussion include: atmospheric composition and dynamics; solar radiation; temperature, moisture, and condensation; optical phenomena in the atmosphere; weather patterns; severe weather; and weather forecasting techniques. (Semester varies)

SC 222
Earth Science: Natural Disasters
4 credits
Focuses on natural disasters to introduce students to a range of earth-science fields, including geology, meteorology, ecology, and hydrology. Explores a variety of natural processes, such as earthquakes, volcanoes, tsunamis, hurricanes, floods, landslides, wildfires, tornadoes, and climate change. Particular attention is paid to the impacts of natural disasters on human populations, the built environment, and natural resources. (Semester varies)

SC 223
Climate Change
4 credits
Climate change is a complex topic of enormous scientific interest, societal importance, and political debate. This course introduces the science of climate change and global warming, focusing in particular on: past environmental change, including abrupt changes and past intervals of warmth; the response of physical and biological systems to recent and ongoing changes in climate; future climate scenarios, forecasting uncertainties, and public-policy options; and critical evaluation of media coverage of climate-change issues. (Semester varies)

SC 224
Ecology and Conservation
4 credits
Engages students in an exploration of ecological principles and environmental issues having scientific, economic, and social dimensions of global significance. Emphasis is placed on the application of population and community ecology toward the conservation of species in the face of natural and anthropogenic environmental change. Promotes the informed and critical interpretation of results reported in ecological studies and their coverage in the media. (Semester varies)

SC 225
The Science and Politics of Water
4 credits
Explores the confluence of fundamental ecological, hydrological, and other environmental processes with policy and law at the watershed scale. Emphasis is placed on how natural pathways of the flow of water support vital freshwater ecosystem services such as clean drinking water and healthy fish populations. Students also seek insight toward improved management by weighing the trade-offs required for other valued uses such as recreation, agriculture, hydropower, and industrial uses. (Semester varies)

SC 226
Plants and People
4 credits
Introduces plant biology, botany, and ecology, with a particular focus on the importance of plants to humans. Explores the basics of plant structure, growth processes, and reproduction; plant diversity and evolution; the use of plants for food, medicine, and other products; the interactions between plants and the environments they live in; and the role of plants in global environmental change. (Semester varies)

SC 290
Topics in Science
4 credits
Special offerings in science focused on theoretical perspectives, methodological approaches, contemporary questions in human biology and the physical sciences, and interdisciplinary issues involving science and other fields. May be repeated for credit if topics vary. (Semester varies)

SC 310
Science in Translation: Health and Genetics
4 credits
Refines and broadens students' ability to interpret scientific language and communicate critical scientific content to others. This course examines popular representations of molecular biology in various outlets such as film, fiction, and journalism. Conversation about any scientific inaccuracies provides motivation for delving deeper into the science, and discussion of creative intent provides a mechanism for discussing ethical, social, and political impact of related research. Students then apply such interpretative understandings to their own craft as they put scientific translation and communication into practice in select scenarios. Prerequisite: junior standing. (Semester varies)

SC 311
Sensation and Perception
4 credits
Examines human sensory and perceptual processes relating mainly to visual and auditory perception. The course first describes basic processes of neural functioning and neural pathways of perceptual systems. It then covers object-, form-, depth-, size- and motion-perception, and sound-, pitch-, and tonal-perception. Lastly, high-level neurocognitive processes such as mental imagery, speech perception, and multisensory integration are discussed. Attention is then given to gustatory, olfactory, and cutaneous senses. May be of special interest to students of psychology and visual media as well as those interested in fields involving audio design, radio and television production. Encourages discussion of the course's practical applications in graphic design, advertising, and other forms of media production. Prerequisite: junior standing. (Semester varies)

SC 320
Science in Translation: Environmental Science
4 credits
Refines and broadens students' ability to interpret scientific language and communicate critical scientific content to others. This course examines popular representations of environmental issues in various outlets such as film, fiction, and journalism. Conversation about any scientific inaccuracies provides motivation for delving deeper into the science, and discussion of creative intent provides a mechanism for discussing ethical, social, and political impact of related research. Students then apply such interpretative understandings to their own craft as they put scientific translation and communication into practice in select scenarios. Prerequisite: junior standing. (Semester varies)

SC 390
Advanced Topics in Science
4 credits
Features special offerings in science focused on theoretical perspectives, methodological approaches, contemporary questions in human biology and environmental science, and interdisciplinary issues involving science and other fields. Material is presented and discussed at an advanced level, assuming students have some knowledge and understanding of the scientific method. May be repeated for credit if topics vary. Prerequisite: junior standing. (Semester varies)

SC 498
Directed Study in Science
2 or 4 credits
Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

The Speech and Hearing Foundation of Massachusetts Lecturer

Supported by a generous endowment gift by the Speech and Hearing Foundation of Massachusetts, the Communication Sciences and Disorders faculty annually selects The Speech and Hearing Foundation of Massachusetts Lecturer. The lecturer is an outstanding faculty member from across the United States who has demonstrated a teaching and research interest that furthers knowledge in the field of speech and hearing disorders.

The lecturer delivers one public lecture to the greater Boston community and presents a workshop for speech and hearing professionals in the greater Boston community.

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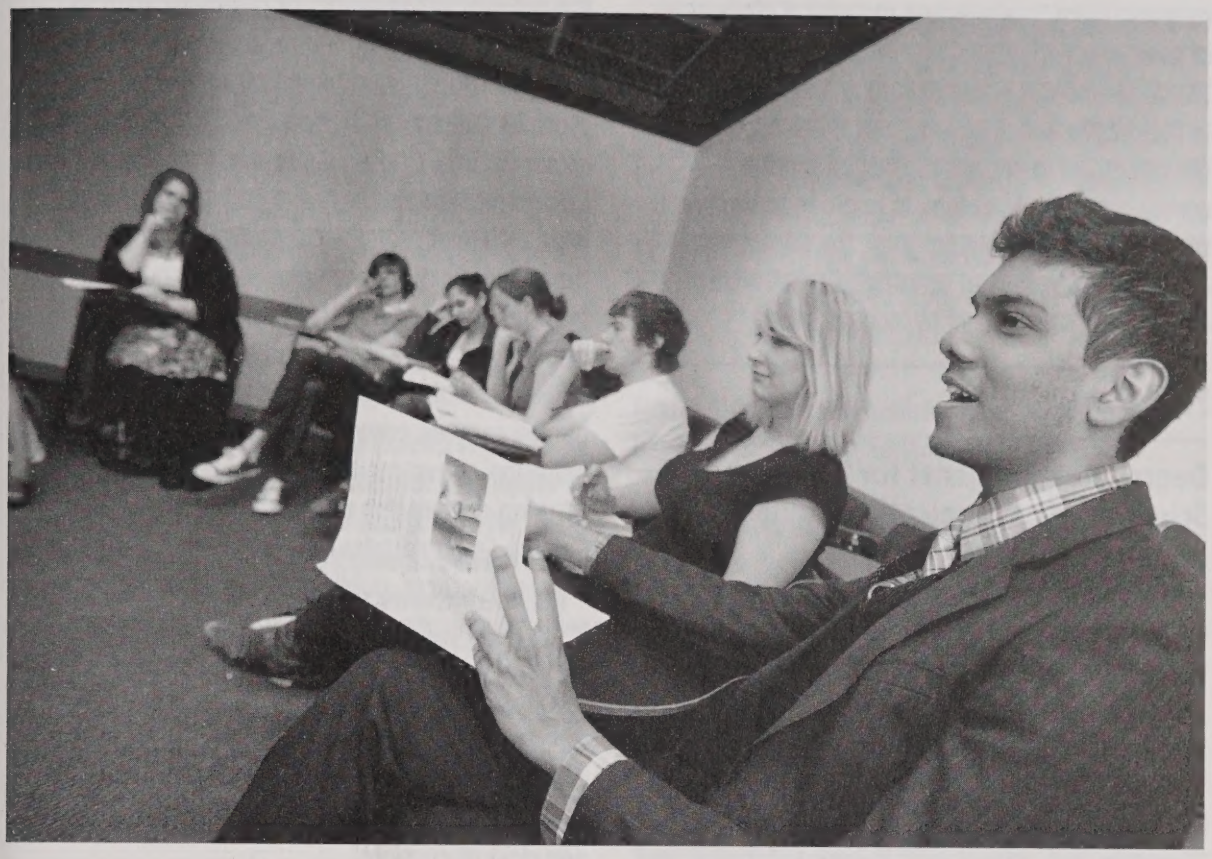
Department of Communication Studies



Professors Glenn, West; Associate Professors Anderson (Interim Chair), Baeten, Binkley, Hollingworth, Muchnik, Payne, Srinivas, and Weiler; Assistant Professors Cooke-Jackson, Gallant, and Hosek; Scholar-in-Residence Edelstein; Lecturers Erickson, Johnson, Pierce Saulneir, and Thompson.

Excellence in communication contributes to success in all aspects of personal, professional, and civic life. The Department of Communication Studies is home to majors that are designed for students who plan to work in the public, private, or nonprofit sector as ethical, effective communication professionals. Students concentrate on the intersection among communication theory, research, and practice in a variety of environments, including management, sales, political campaigns, government, human services, and corporate public affairs. Students learn the value of communication in both the profit and nonprofit arenas and are encouraged to work toward a more thoughtful understanding of the role of social advocacy and civic engagement in both contexts. The curriculum helps students develop the leadership skills needed to make a difference in contemporary society. Students also learn how Internet-based information and communication technologies affect communication in varying contexts. Rooted in the humanities and social sciences and in the mastery of speaking and writing skills, our major programs balance a solid grounding in theory with practical training in specific professional skills. In addition to class work, students may pursue internships that help develop and apply their knowledge in the work environment. Most courses take place at the Boston campus, but students can do coursework and internships in a variety of locations, including Washington, D.C.

The Department of Communication Studies is committed to ensuring that all Emerson students develop deliberative communication skills that reflect the oral tradition of the College and prepare them for leadership in a global environment. Students learn to research points of view competently, analyze them intelligently, articulate them clearly and persuasively, and advance them through communication strategies. Through this process,

they also learn to appreciate the ethical dimensions of their own and others' communication practices. The department is home to faculty and curriculum in Philosophy and Sociology, and these cognate disciplines are important as they inform the communication curriculum. In addition to the two majors and a graduate program, the department offers minors in several specialized areas within communication, philosophy, and sociology.

Programs

Degree Requirements for Bachelor of Science in Communication Studies

The faculty of the undergraduate degree program in Communication Studies is committed to the following learning objectives:

1. Students will demonstrate an understanding of the history of communication and its artifacts by analyzing social movements, issues, and perspectives.
2. Students will acquire skills in logic, reasoning, and argumentation.
3. Students will demonstrate research skills in gathering information and literacy.
4. Students will identify and synthesize the best forms of communication technology to various communicative situations.
5. Students will demonstrate an understanding of global diversity and individuality.
6. Students will synthesize the ethical implications of human communication.

The Communication Studies major helps students develop broad-based communication skills and theoretical understandings that make them competitive in their chosen fields and career paths. Communication Studies is part of both the social sciences and the humanities, drawing from different fields of study such as sociology, economics, philosophy, anthropology, and semiotics. Students graduate with refined abilities to approach communication challenges critically and analytically, conduct and apply research, and put their own skills to effective and ethical use, thus preparing them for success in a contemporary, multicultural, globalized world.

The primacy and relevancy of communication to nearly every aspect of human activity is without question. A degree in Communication Studies provides students with great flexibility in terms of career choices. Consequently, those who major in Communication Studies have embarked upon a wide variety of professional paths. Regardless of the economic climate, employers seek out expertise in communication and those with communication credentials will be highly marketable. Professional arenas, including business and industry, health, human services, entertainment, high tech, and state/municipal government are particularly interested in securing outstanding graduates in Communication Studies. Our graduates have been employed in human resources, public relations, information services, education, nonprofit leadership, fundraising, and talent management, among many others. Finally, faculty members who teach courses in the major are renowned for their excellence in a variety of professional careers. They bring their expertise into the classroom through assigned readings, activities, and class discussions.

A core set of courses in communication theory and research provides a foundation for a specialization in a particular interest area. All students in Communication Studies complete a senior capstone/project or thesis.

Required Courses

Students in Communication Studies complete 44 credits in the major, six core courses and five related elective courses, including at least one at the 400 level. In addition, all students are required to complete CC 264 Oral Presentation of Literature, which may be used to satisfy the Literary Perspective of the General Education requirements. Students are encouraged to work with departmental faculty to select courses relevant to their career goals. *Students may either design their own program of study around a common theme OR choose one of the three tracks of courses* (Rhetoric and Argumentation, Culture and Performance, Negotiation and Dialogue).

CC 201	The Evolution of Expression
CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 303	Politics, Advocacy, and Public Opinion Research
CC 304	Communicative Informatics
CC 476	Capstone in Communication Studies

Related electives: 20 credits in Communication Studies, including at least one at the 400 level.

The following are suggested tracks within the Communication Studies major. Students are strongly encouraged to consult with Academic Advising or the Communication Studies department chair for information on additional/alternative ways to meet degree requirements.

Rhetoric and Argumentation: Students develop expertise in the contemporary and historical processes of persuasion and influence.

Select 20 credits from the following:

CC 160	Interpersonal Communication Skills
CC 260	Communication in Groups and Teams
CC 262	Professional Communication
CC 280	Communication Theory
PH 300	Special Topics in Political Philosophy
CC 343	Rhetorical Theory
CC 344	Rhetoric of Social Movements
CC 410	Language, Symbols, and Political Communication
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication
CC 499	Internship in Communication

Culture and Performance: Students explore performance in diverse cultural contexts, developing deep understandings of human identity and meaning-making processes. They also develop their own expressive abilities.

Select 20 credits from the following:

CC 160	Interpersonal Communication Skills
CC 203	Intercultural Communication
SO 206	Gender in a Global Perspective
CC 265	Professional Voice and Speech
CC 280	Communication Theory
SO 303	Culture and Power
CC 422	Politics and Comedy: Subversive Laughter
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication
CC 499	Internship in Communication

Note: Although not required, studying abroad will be of particular value to students in this track.

Negotiation and Dialogue: Students acquire theoretical understandings and practical skills that help them manage difficult situations involving diverse stakeholders in personal and professional situations.

Select 20 credits from the following:

CC 160	Interpersonal Communication Skills
CC 203	Intercultural Communication
CC 260	Communication in Groups and Teams
CC 280	Communication Theory
CC 330	Management and Communication
CC 357	Leadership
CC 415	Mediation, Facilitation, and Dialogue
CC 423	Crisis Communication
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication
CC 499	Internship in Communication

Degree Requirements for Bachelor of Science in Political Communication: Leadership, Politics and Social Advocacy

The faculty of the undergraduate degree program in Political Communication is committed to the following learning objectives:

1. Students will solve problems based on fictional and real-life case studies.
2. Students will acquire skills in debate, logic, reasoning, and argumentation.
3. Students will demonstrate research skills in gathering information and literacy.

4. Students will demonstrate an understanding of global diversity and individuality.
5. Students will analyze political and social issues or challenges/problems.
6. Students will synthesize the ethical implications of human communication.

The major in Political Communication: Leadership, Politics and Social Advocacy lays the foundation for careers in which communication and leadership competencies are paramount.

This major is designed for the student who wants to pursue a communication career in the public, private, or nonprofit sector, as a communication advisor/consultant to leaders and organizations, or work as a press secretary or speechwriter. Its focus is for the student who wants to be a leader in communication and public affairs in government, business, or the nonprofit world, and for the student who wants to help change the world by serving as an advocate for a particular social issue or issues. Students whose career plans include graduate, law, or other professional school will find this program designed for their needs.

Students in the Political Communication: Leadership, Politics and Social Advocacy major complete 44 credits, including a core curriculum that is balanced to give the necessary theory and the practical skills for effective, ethical communication in a changing and complex mediated environment. The core curriculum is taught by faculty members with national and international experience in conflict resolution and negotiation, leadership, politics, and the classical and contemporary roots of the rhetoric of world leaders. Students learn how to conduct, interpret, and communicate public opinion research. Students will also necessarily become sensitive to the influence that global communication has upon people and their relationships with others. We couple theory with the written, oral, and creative/critical thinking skills necessary to be an excellent, effective, and ethical communicator in any arena: government, politics, business, or nonprofit.

Required Courses

Students in the Political Communication: Leadership, Politics and Social Advocacy major complete 44 credits, including eight core courses and three related elective courses. In addition, all students are required to take PL 225 U.S. Government and Politics, which may be used to satisfy the Historical Perspective of the General Education requirements.

CC 200	Communication and the Political World
CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 280	Communication Theory
CC 303	Politics, Advocacy, and Public Opinion Research
CC 345	Public Affairs Matrix: Media, Politics, and Advocacy
CC 357	Leadership
CC 475	Capstone in Leadership, Politics, and Social Advocacy

Three courses are to be selected from the list below. Departmental advising is available to assist students in developing a specialization with their elective courses, such as leadership, electoral politics, or social advocacy.

CC 203	Intercultural Communication
CC 310	Campaign Management
CC 330	Management and Communication
CC 343	Rhetorical Theory: Audience Analysis
CC 344	Rhetoric of Social Movements
CC 410	Language, Symbols, and Political Communication
CC 415	Mediation, Facilitation, and Dialogue
CC 422	Politics and Comedy: Subversive Laughter
CC 423	Crisis Communication
CC 471	Topics in Leadership, Politics, and Social Advocacy
CC 498	Directed Study
CC 499	Internship
PH 300	Special Topics in Political Philosophy

Recommended Electives	
HI 203	Social Movements in the U.S.
PH 110	Ethics and Justice
PL 231	Personality, Power, and Politics
PL 328	Political Thought
PL 332	Civil Rights
PL 333	The First Amendment

Signature Semesters in the Department of Communication Studies

Three highly successful Signature Semesters distinguish Emerson's Department of Communication Studies from many other programs in communication or in political science. Because of the department's focus on experiential learning, juniors and seniors with the required grade point average are encouraged to take advantage of one of three intensive internship semesters. These semesters are designed to allow maximum involvement in the internship experience.

The *Civic Engagement Semester* focuses on social advocacy and community building in Massachusetts. Students register for 8 credits of internship, and choose two 4-credit courses from our civic engagement and social advocacy options in communication, philosophy, and sociology. Recommended courses include CC 344 Rhetoric of Social Movements; SO 300 Community, Identity, and Social Advocacy. CC 263 Argument and Advocacy and CC 266 Conflict and Negotiation are prerequisites. Students also may use this option for their last semester with CC 475 Capstone in Leadership, Politics, and Social Advocacy as one of the two courses.

The *Presidential Campaign Semester* is normally offered in the year before and the year of a U.S. Presidential campaign. In fall of the year before the election year, students register for 8 credits of internship with placement in a presidential campaign's New Hampshire office, taking advantage of Boston's proximity to this early primary. Participating juniors and seniors also register for 4 credits of directed study and an intensive 4-credit political communication practicum course designed for this semester to allow for a full focus on the campaign as a learning experience. This semester will be offered in the year of a Presidential election as part of the Washington semester (in non-Presidential campaign years, the Massachusetts gubernatorial race may be substituted).

The *Emerson Washington, D.C. Semester* may be taken in the junior or senior year. Leveraging Emerson's alumni network and faculty contacts in the U.S. capital, the department matches internships with the student's career goals in social advocacy, government, community service, politics, or corporate public affairs. Students register for 8 credits of internship and three other classes, including a political communication practicum and an international relations course. All classes fulfill course requirements in the department.

Communication Studies faculty members advise students on which semester best meets their learning and career goals. Students must have the required grade point average and complete the Career Services Internship Workshop to participate.

Minor Programs

The Department of Communication Studies offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. **Students who minor in the department are responsible for completing all prerequisites. Further, the department does not allow a prerequisite to be waived or taken concurrently with the particular course requiring that prerequisite.** All minors require a minimum of 16 credits. Students may count up to 8 credits from the General Education Requirements toward a minor. Specific requirements are detailed below.

Leadership and Management Minor

CC 330	Management and Communication

Plus any three of the following:

CC 200	Communication and the Political World
CC 203	Intercultural Communication
CC 266	Conflict and Negotiation
CC 357	Leadership (prerequisites are required in order to enroll in this course)
PS 200	Social Psychology

Political Communication Minor

This minor provides the student with an interdisciplinary background in communication, politics, and law.

CC 200	Communication and the Political World

Plus three of the following:

CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 357	Leadership (prerequisites are required in order to enroll in this course)
CC 344	Rhetoric of Social Movements
CC 422	Politics and Comedy: Subversive Laughter
CC 471	Topics in Leadership, Politics, and Advocacy
PH 300	Special Topics in Political Philosophy

Sociology Minor

SO 150	Principles of Sociology
SO 200	Communities and Race Relations
SO 206	Gender in a Global Perspective
SO 208	Visual Society
SO 303	Culture and Power
SO 360	Deviance and Social Control

Philosophy Minor

Students are required to take four philosophy courses. In addition to any PH course, students may elect to use VM 218 The Artist and the Making of Meaning, HS 202 Sophomore Honors Seminar, IN 124 Truth and Narrative, **or** IN 116 Ways of Knowing: Philosophy in Literature toward the Philosophy minor. A student may include a course that satisfies the Ethics and Values Perspective requirement toward the minor.

Communication Courses

CC 100
Fundamentals of Speech Communication
4 credits

Introduces basic concepts, theories, and principles of oral communication applied to speaking situations. Develops competence in oral communication through performance and critical analysis of student skills in a variety of speaking formats. Audience analysis, content discovery, communication strategies, arrangement of ideas, use of evidence and reasoning to support claims, language and style, voice and other delivery skills and ethical considerations are covered. Fulfills the General Education Oral Communication requirement.

CC 160
Interpersonal Communication Skills
4 credits

Introduces the practices and principles of interpersonal communication. Focuses on perception, creative/critical listening, nonverbal communication, emotions, power, and self-disclosure. Issues of ethics, technology, and culture are woven throughout class content and discussions. Stages of relationships are explored as well as the influence of communication within and between those stages. Numerous applications to a variety of situations, including those in the family, workplace, and romantic context are undertaken as students draw from their own experiences.

CC 200
Communication and the Political World
4 credits
Introduces the study of communication, power, and politics in contemporary life. Considers theory and research in communication that help understand how power relationships are constituted, negotiated, and changed. (Fall semester)

CC 201
Evolution of Expression
4 credits
Covers the development of human communication from orality to literacy to "electrasy," or electronic orality, as a foundation for the exploration of issues and problems in contemporary culture concerning effective participation in society. Students learn how such development continues to revolutionize human consciousness, communication, and culture. They consider central concepts of voice and expression in forms ranging from embodied speech to dialogue to new media and technologies. (Spring semester)

CC 203
Intercultural Communication
4 credits
Analyzes readings in intercultural communication focusing on verbal and nonverbal customs of various cultures as information from both cultural and language perspectives. Each semester focuses on specific topics or cultures. Background in other cultures is helpful but not essential. Fulfills the General Education Global Diversity requirement.

CC 260
Communication in Groups and Teams
4 credits
Integrates the theory and practice related to discussion and deliberation in small groups and teams. Emphasizes the norms, rules, roles, climate, and leadership patterns in both personal and professional lives. Discussions center upon the communication implications of being a member of a group/team and participating in group/team decision-making. Applications of gender and culture are woven throughout classroom discussions.

CC 262
Professional Communication
4 credits
Study and practice of rhetorical argument, proof, ethics, style, and delivery in performance and analysis of speeches. Projects include use of professional communication situations and video/audio aids and new technology to enhance rhetorical effectiveness in message preparation, development, and delivery.

CC 263
Argument and Advocacy
4 credits
Studies the art of advocacy. Students develop logical, organizational, and research skills that debate and other forms of oral and written advocacy require. They participate in debates about current political and legal controversies and learn how critical thinking skills are used as tools both for advocates and audiences.

CC 264
Oral Presentation of Literature
4 credits
Oral performance of literature (poetry, prose, and drama) is used as the art of understanding and communicating a text's meaning to an audience. Explores the aesthetic dimensions of literature and its performance. Students develop critical skills interpreting texts and evaluating performed literature. Fulfills the Literary Perspective of the General Education requirements.

CC 265
Professional Voice and Speech
4 credits
Trains voice to develop wide range of controls in pitch, volume, and quality to meet voice and speech needs of journalism, public speaking, and interpretation. International students are encouraged to enroll if interested in accent reduction.

CC 266
Conflict and Negotiation
4 credits
Studies conflict theory and principles and practices of dispute resolution. Includes everyday conflict, negotiation, mediation, arbitration, and alternative dispute resolution systems. Emphasizes interpersonal skills development.

CC 280
Communication Theory
4 credits
Investigates classical and contemporary theories of political communication with an emphasis on utility of theory in mass- and multi-mediated communication contexts. Discusses application of theory to these domains, including examination of how conceptions of the citizen, democracy, aesthetics, morality, and culture are established and maintained vis-à-vis different modes of communication. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266.

PH 300
Special Topics in Political Philosophy
4 credits
Topics in political theory vary by semester and may include: Citizenship and Civic Engagement; Art and Politics; Community, Communication, and Public Policy; Liberalism and Communitarianism; Censorship, Privacy, and the Public Good. Prerequisites: junior standing and one PH course. (Semester varies)

SO 300
Community, Identity, and Social Advocacy
4 credits
Explores theory and practice of effective, ethical communication on behalf of constituent groups. Includes needs assessment, resource identification, development (including grant writing), public advocacy, and program review. Prerequisite: sophomore standing. (Semester varies)

CC 303
Politics, Advocacy, and Public Opinion Research
4 credits
Studies the research process from problem definition to survey design, sampling, data analysis, and interpretation of results. Students develop skills in reading and interpreting social scientific research and conducting forms of research pertinent to public and political communication needs. Prerequisite: CC 200 or CC 201. (Spring semester)

CC 304
Communicative Informatics
4 credits
Studies social-shaping communication technologies. Explores central role of communication in creating and sustaining social communities online and examines web-based technology and use by people in building social networks and organizational structures. Analyzes optimal use of information technology to create social presence and cohesion in multiple contexts. Individual and/or team projects explore human communication and intersection of information technologies. Prerequisite: junior standing. (Semester varies)

CC 310
Campaign Management
4 credits
Primary focus on electoral campaigns with attention to persuasive campaigns in general. Includes political advertising. Prerequisites: CC 200 and CC 266. (Semester varies)

CC 321
Community Debate
1 non-tuition credit
Promotes political empowerment by mentoring middle and high school students in developing argumentation skills. Repeatable up to a total of 4 credits. Prerequisite: CC 263.

CC 322
Competitive Debate
1 non-tuition credit
Research, practice, and participation in intercollegiate debate. Repeatable up to a total of 4 credits. Prerequisite: CC 263.

CC 323
Discussion Facilitation: Emerson Talks
1 non-tuition credit
Training for participation in and co-facilitation of Emerson Talks. CC 323-01 (0 credits) involves training to lead workshops. CC 323-02 (1 credit) involves leading workshops and may be repeated once for a total of 2 credits. Emerson Talks is a discussion-oriented program that explores diversity and inclusion on the Emerson campus using case studies. Recommended prerequisite or co-requisite: CC 266.

CC 330
Management and Communication
4 credits
Introduces fundamental principles of management in profit, nonprofit, and government settings. Special emphasis is placed on humanistic and systems approaches, communication skills and theory, and national and global trends. Sample topics include planning, organizing, staffing, decision making, and leading. Case method is applied. Prerequisite: sophomore standing.

CC 343
Rhetorical Theory: Audience Analysis
4 credits
Studies classical theorists of rhetoric on speaking and writing well. Practical application of classical theory to contemporary rhetorical situations. In-class oral performances and several written assignments are required. Fulfills Social and Psychological Perspective of General Education requirement. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266 and junior standing. (Semester varies)

CC 344
Rhetoric of Social Movements
4 credits
Critically examines prominent rhetorical texts and events that shaped political processes and relationships. Applies insights to contemporary contexts and issues. Fulfills General Education U.S. Diversity requirement. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266 and junior standing. (Semester varies)

CC 345
Public Affairs Matrix: Media, Politics, and Advocacy
4 credits
Advanced study of interplay of media, politics, policy, and advocacy. Through historical and contemporary case studies and research, students examine a variety of constituencies affecting politics and public policy and the role the media play in political, public policy, and advocacy debates. Propaganda is defined and its role in affecting public opinion is discussed. Studies the relationship between communicator, media, and key constituencies with a focus on ethical, effective use of public affairs. Prerequisites: CC 200 and CC 263. (Semester varies)

CC 357
Leadership
4 credits
Analyzes theory and practice of effective ethical leadership in contemporary political and organizational settings; theories for organizing and motivating people; cross-cultural applications; and issues of diversity and communication skills for leadership. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266 and junior standing.

CC 380
Political Communication Practicum
2 credits
Explains political communication theories, policies, and practices as they relate to Washington, D.C., context. Integrates readings with speakers to fully demonstrate synergies of theory and practice in Washington political, government, and social

advocacy arenas. Prerequisites: CC 200, CC 266, CC 263, and junior standing. Offered in conjunction with Washington Semester.

CC 410
Language, Symbols, and Political Communication
4 credits
Provides overview of how political discourse and resources of language influence audiences. Uses theoretical insights of Kenneth Burke, Murray Edelman, Garry Wills, George Lakoff, and others to assess communication of diverse political figures and texts from Pericles to Ronald Reagan, from Gettysburg Address to *Mein Kampf*. Students produce political texts, speech drafts, "blog" designs, political advertisements, and press releases. Prerequisites: CC 303, CC 343, and junior standing. (Semester varies)

CC 415
Mediation, Facilitation, and Dialogue
4 credits
Considers theory and practice of various forms of third-party-guided dispute resolution. Students learn to mediate conflicts, facilitate discussions, and promote dialogue among parties in conflict. Emphasis is on developing skills in leading groups. Prerequisite: CC 266.

CC 422
Politics and Comedy: Subversive Laughter
4 credits
Examines political comedy through lens of performance studies. Surveys history of political commentary by American platform humorists (Artemus Ward, Mark Twain), stand-up comedians (Lenny Bruce, Kate Clinton), comedy monologue artists (Spalding Gray, Margaret Cho), and talk-show hosts (Bill Maher, Jay Leno). Examines role of comedy in shaping social and political discourse. Emphasis is on developing performance skills. Prerequisite: junior standing. (Semester varies)

CC 423
Crisis Communication
4 credits
Details the importance of managing communication in crisis situations. Topics include definitions, types, classifications, phases, planning, publics, contingency events, time estimating, crisis teams, control centers, working with media, training, and follow-through. Crisis scenarios cover profit, nonprofit, and government organizations at the local, regional, national, and/or global level. Case examples are employed. Prerequisite: junior standing. (Semester varies)

CC 471
Topics in Leadership, Politics, and Social Advocacy
4 credits
Special topics in political communication. Prerequisites: junior standing and courses depending on topic. (Semester varies)

CC 472
Topics in Communication Studies
4 credits
Special topics in communication studies. Prerequisites: junior standing and courses depending on topic. (Semester varies)

CC 475
Capstone in Leadership, Politics, and Social Advocacy
4 credits
Advanced theory, research, and practice in political communication. Students develop and enhance portfolios of political communication materials, including development of two communication campaigns. Prerequisites: senior standing and completion of CC 303.

CC 476
Capstone in Communication Studies
4 credits
Advanced theory, research, and practice in communication studies. As a key feature of the course, students complete a senior thesis or project. Prerequisites: senior standing and completion of CC 303.

CC 498
Directed Study in Communication
2 or 4 credits
Individual academic projects are planned in collaboration with full-time faculty members to meet students' interests not satisfied by existing courses. Students submit a proposal for study that includes learning objectives, evaluation methods, and bibliography before directed study is approved. All proposals must be approved in the semester preceding the semester in which a student wants to complete a directed study. Proposal cannot be a substitute for a course that is in the catalogue. Prerequisites: 3.0 GPA, junior standing, and permission of faculty member and department chair.

CC 499
Internship in Communication
4 or 8 credits
Up to 8 credits count toward major requirements. Only juniors and seniors with a current GPA of 2.7 or above are eligible, and permission of the instructor is required. A 4-credit internship requires 16 hours a week and an 8-credit internship requires 32 hours a week for a 12-week period. Maximum of 8 credits of internship and 12 credits of any combination of internship, directed project, and directed study may be applied to total graduation requirements. Students must participate in an Internship Experience Workshop through Career Services the semester before the internship and consult the Academic Calendar for registration deadlines. Students wishing to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program.

Ethics, Philosophy, and Religion Courses

PH 105
Introduction to Ethics
4 credits
Introduces important theories on nature of the good in human conduct. Theories belong to Western philosophical tradition and include works of Plato, Aristotle, Kant, Mill, and others. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 110
Ethics and Justice
4 credits
Considers ethical theories and theories of justice, especially those related to questions of economic, criminal, political, and social justice. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 112
Religion in Eastern Cultures
4 credits
Studies the origin and development of Hinduism in India; Buddhism in India, China, and Japan; Taoism and Confucianism in China; and Shintoism in Japan. Students read original texts; development of doctrine in each religious tradition; and literary, artistic, and cultural impact of each religion on Eastern civilizations. Fulfills the General Education Global Diversity requirement. (Semester varies)

PH 200
Contemporary Ethics
4 credits
Examines contemporary ethical issues of abortion, euthanasia, capital punishment, and affirmative action in light of major theories of ethics and morals from the history of Western philosophy. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 203
Special Topics in Ethics or Value Theory
4 credits
Topics announced prior to each term may include: Art and Politics, Media Ethics, Feminist Ethics, Political Philosophy, or Judaism. May be repeated for credit if topics vary. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 204
Environmental Ethics
4 credits
Considers philosophical ethics in relation to environmental issues. Topics include: religious beliefs as a foundation for environmental commitments, duties, and obligations toward other species; "deep ecology"; ecofeminism; economic imperatives versus environmental concerns; and disproportionate burden of environmental problems borne by certain groups. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 210
Narrative Ethics
4 credits
Provides overview of classical and modern approaches to ethical theory using examples from fiction and film to show how ethical theories can be applied. Connects abstract theory with "real life" through storytelling and story analysis to understand and evaluate moral issues. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 300
Special Topics in Political Philosophy
4 credits
Topics in political theory vary by semester and may include: Art and Politics; Community, Communication, and Public Policy; Liberalism and Communitarianism; Censorship, Privacy, and the Public Good. Prerequisites: junior standing and one PH course. (Semester varies)

PH 303
Citizenship as Civic Engagement
4 credits
What does it mean to be or become a citizen? Readings and discussions include what it means to be a citizen in a local community, a national community, and, perhaps, a world community. What are the responsibilities involved in being an engaged citizen? This is a philosophy course, and students examine these issues on a theoretical and on a practical level. All students are placed in a local nonprofit for approximately 2–3 hours a week. Prerequisite: junior standing. (Semester varies)

PH 498
Directed Study in Philosophy/Religion
2 or 4 credits
For students interested in advanced study in specific areas of philosophy or religion. Prerequisites: 3.0 GPA, junior standing, completion of any Philosophy course, and permission of instructor and department chair.

Sociology Courses

SO 150
Principles of Sociology
4 credits
Introduces key sociological concepts, methodologies that provide pivotal tools for critical analysis of structures, agents of power focusing on roles shaping relationships, and institutions in local and global communities. Explores historical biographies that shape worldviews. Brings history to bear on present to identify and shape sociological imagination. Hands-on approaches extend learning beyond classroom, ensuring theory linked to practice. Students learn and live sociology as an integral aspect of individual and community identities. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 200
Communities and Race Relations
4 credits
Studies the history and sociology of racial and ethnic groups in United States, including consideration of group tensions and aggressions. Gives overview of social experiences of major ethnic groups that entered the United States and selected Native American societies. Modern issues of inter-group relations are examined. Fulfills the Social and Psychological Perspective and General Education U.S. Diversity requirement. (Semester varies)

SO 206
Gender in a Global Perspective
4 credits
Examines gender in a comparative and global context framed by interdisciplinary perspectives from sociology, anthropology, psychology, and cultural studies. Studies social construction of gender across cultures and globalization as a web of complex forces shaping gender-construction activities and institutions. Students compare experiences with other cultures and analyze work, play, and intimacy and institutional structures, including religion, politics, military, media, and the economy. Fulfills the Social and Psychological Perspective and General Education Global Diversity requirement. (Semester varies)

SO 208
Visual Society
4 credits
Social theories of economic cultural change describe increasing significance of visual images and decline of texts, oral communication, and face-to-face interactions. The visualization of culture is considered in connection to economic globalization and the shift from production to consumption economies examined in television, websites, billboards, clothing, and window displays. Visual-ethnographic studies explore effects of visual culture (electronic and digital images, video, film, photography, magazine images) on identity, race, sexuality, politics, opportunity, community, and tradition. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 303
Culture and Power
4 credits
Examines production of culture and meaning in everyday life, employing perspectives from sociology of culture and cultural studies. Looks at subjectivity and agency relation to social structure. Investigates the formation and expression of individual and collective identities, and contestation of ideology in life activities such as eating, dressing, dancing, watching television, and shopping. Ethnography explores everyday activities that define sense of selves and power and give meaning while organizing social institutions and processes. Prerequisite: junior standing. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 360
Deviance and Social Control
4 credits
Examines various forms of social control, the use of power constructing normative boundaries that differentiate normal and deviant perspectives. Media roles within popular culture, and overviews of differing academic perspectives include specific grand theories evidenced through sociological imagination; varieties of violent forms; sexual configurations; mental disorders; substance usages; white-collar dysfunctions; governmental-economic forms. Ethical dimensions of choice change through personal self-critique or examination of career roles in chosen media specialties. Prerequisite: junior standing. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 498
Directed Study in Sociology
2 or 4 credits
Individual projects are planned in collaboration with instructor to meet students' specific interests within the social sciences. Prerequisites: 3.0 GPA, junior standing, and permission of instructor and department chair.

Professors Gup, Paraschos; Associate Professors Della-Giustina, House, Kolodzy, Lanson, Niwa (Interim Chair), and Robins; Assistant Professors Brown, Leccese, and Riley; Journalists-in-Residence Rodriguez and Struck; Senior Leader-in-Residence Simpson; and Historian-in-Residence Verter.

The Department of Journalism is committed to educating multimedia journalists who can report about complex issues facing our diverse world. Its faculty members are dedicated to guiding students in the use of video, audio, photographic, web, and written media. Students will become ethical journalists able to develop original and significant stories. They will be skilled at recognizing and understanding news and issues, original reporting, synthesizing, analyzing, writing, and producing journalism in ways that increase public understanding and awareness.

Programs

The department's curriculum educates students to become multimedia journalists, capable of working across all media platforms. It provides rigorous professional training combined with theory and practice, criticism, and application. Students will build professional skills on a broad foundation of liberal arts courses to help them understand the world and to foster their curiosity about it. Students will learn by studying in the classroom and by working in the field. The faculty is dedicated to producing graduates who have professional capabilities, an understanding of the role of journalism and their responsibility to the public, and a portfolio demonstrating their skills.

The department requires students to take an integrated core curriculum dedicated to multimedia journalism. They learn how previously separate media now converge and how new media are redefining the concepts and delivery of news. In addition to teaching journalistic skills, the curriculum examines the historical development of journalism; the legal,

ethical, and cultural framework in which journalists operate; and the impact of new technologies on the professional and business climate of news.

The faculty of the undergraduate degree program in Journalism is committed to the following learning objectives:

1. Students will understand and be able to apply First Amendment principles, including freedom of speech and press, and the right to dissent; to monitor and criticize power; and to assemble and petition for redress of grievances.
2. Students will develop an understanding of the history and role of journalism in a democratic society.
3. Students will understand and apply professional ethical principles in pursuit of truth, accuracy, and fairness; and understand contemporary challenges to those journalistic principles.
4. Students will be able to gather and analyze information accurately, efficiently, and critically, and to present it compellingly in an increasingly visual and technological world.
5. Students will be able to think critically and to write about events and issues clearly, succinctly, fairly, and in context.
6. Students will be able to write, revise, produce, and craft a story effectively.
7. Students will develop a respect for diversity and individuality so their reporting will reflect a society of varied lifestyles and cultures.

Degree Requirements for Bachelor of Science in Journalism

Students pursuing a major in Journalism complete 44 credits in the major, including at least three courses at the 300 or 400 level. In addition, all students are required to complete PL 225, U.S. Government and Politics, which may be used to satisfy the Historical Perspective of the General Education requirements.

Required Courses

All Journalism majors must complete 20 credits in the following core courses:

JR 101	Discovering Journalism
JR 102	Foundations of Journalism
JR 103	The Digital Journalist
JR 202	Beat Reporting Across Media
JR 211	Law for Journalists
JR 212	Ethics for Journalists

Students complete an additional 12 credits from the following:

At least one course from the Culture Pod	
JR 240	Sports Reporting
JR 365	Topics in Cultural Affairs
JR 367	Topics in Business and Consumer Reporting
JR 555	Reporting Issues of Diversity

At least one course from the Public Affairs Pod	
JR 292	Public Affairs Reporting
JR 364	Topics in Specialized Reporting
JR 366	Topics in Science, Technology, and Health
JR 570	Global Journalism

At least one course from the following platforms:

Broadcast Platform	
JR 216	Advanced Audio-Video Journalism
JR 318	TV News Producing
JR 419	ENG/TV News Reporting
JR 561	TV News Magazine and Documentary

Writing Platform	
JR 261	Feature Writing
JR 352	Opinion: Columns, Reviews, Editorials, and Blogs
JR 353	Reporting and Writing Complex Stories
JR 354	News Editing and Design
JR 562	The Magazine

Multimedia Platform	
JR 220	Interactive News
JR 221	Photojournalism
JR 368	Topics in Advanced Multimedia
JR 450	Metro News Service Collaboration
JR 574	The Press and Propaganda

All students complete a capstone course:	
JR 490	Online Publishing Capstone
JR 491	Broadcast Journalism Capstone (note specific prerequisites for this Capstone)
JR 492	Deep Reporting Capstone
JR 493	Backpack Journalist Capstone
JR 495	Multimedia Journalism Capstone (offered in Summer only)

An additional 8 credits of Journalism courses are required for the major. Only 4 credits of internship may be counted toward the major requirements.

Suggested Sequence of Courses for Undergraduate Majors

Freshman Year, 12 credits	
JR 101	Discovering Journalism
JR 102	Foundations of Journalism
JR 103	The Digital Journalist

Sophomore Year, 12 credits	
JR 202	Beat Reporting Across Media
JR 211	Law for Journalists
JR 212	Ethics for Journalists
JR	Students begin to select courses from the pods and platforms
PL 225	U.S. Government and Politics

Junior Year, 12 credits	
JR	Students continue to select courses from the pods and platforms

Senior Year, 12 credits	
JR	Capstone
	Two Journalism electives

Policies

All incoming Journalism students will be tested to ensure they have the necessary foundational knowledge in grammar and government required for journalistic competence. If a student does not pass the test, he/she will be required to attend workshops and individual tutoring sessions. Students must pass the requirement before advancing in the Journalism curriculum.

Co-Curricular Activities

Students are encouraged to participate in campus and professional media through co-curricular activities and internships. Among those outlets available on the Emerson campus are the *Berkeley Beacon* and the news programs of WECB (AM), WERS (FM), WEBN, and Emerson Independent Video.

Minor Programs

The Department of Journalism offers students majoring in other programs of the College the opportunity to pursue a minor in Journalism. The Journalism minor requires 20 credits in Journalism courses. All majors at the College are able to minor in History and/or Political Science, which require a minimum of 16 credits, and students may use up to 8 credits from the General Education requirements toward these minors.

Journalism Minor

JR 101	Discovering Journalism
JR 102	Foundations of Journalism
JR 103	The Digital Journalist
JR 202	Beat Reporting Across Media

One additional course selected from the culture or public affairs pods or the broadcast, writing, and multimedia platform courses listed under the major requirements.

History Minor

HI 102	Western Civilization and Culture
	or
HI 200	Contemporary World History
	Three other History courses

Political Science Minor

PL 225	U.S. Government and Politics
	Three other Political Science courses

Journalism Courses

JR 101
Discovering Journalism
4 credits
Explains how journalism has changed America and the world. Considers the role of journalism as a public service in a democratic society. Students read, view, and listen to the finest and most influential stories. They chart the news in U.S. history, from the American Revolution to today's digital revolution. Students analyze how print, broadcast, and online news have evolved and examine media from other parts of the world. They also explore ethical issues confronting the contemporary journalist and develop knowledge of the First Amendment principles.

JR 102
Foundations of Journalism
4 credits
Students appraise and apply the fundamentals of reporting, writing, and producing news. They cover stories in the Greater Boston community and learn how to develop story ideas, define the focus, and identify and evaluate sources. Students also examine and implement reporting strategies for print, broadcast, and online news stories. They incorporate journalistic standards and practices in all newsgathering and news story presentation. Students write and organize basic news stories with skill, accuracy, and clarity and develop a disciplined use of form and style in news writing. Co-requisite: JR 101.

JR 103
The Digital Journalist
4 credits
Covers the use of audio and visual media to tell news stories. Examines modern media, analyzes still and moving images, sound, and best web practices. Students learn how to use photography, videography, and audio to tell compelling stories. They develop and report multimedia stories in and around Boston. Image and sound manipulation and other ethical challenges in the digital age are discussed. Prerequisites: JR 101 and JR 102.

JR 202
Beat Reporting Across Media
4 credits
Students learn to cover a geographic or community beat, developing and producing stories in text, audio, and video about a community in Boston. Lectures emphasize the role and function of major institutions in public life, from courts to city hall to Congress; basic public records and research; interviewing; and story origination. Students are assigned to a neighborhood beat and must develop stories in specific areas of civic life, from public safety to demographics change and its impact on community. Prerequisite: JR 103 and sophomore standing.

JR 211
Law for Journalists
2 credits
Examines the American legal system and its relationship to the press. Students gain an understanding of journalists' rights and legal responsibilities and study case law that sets legal limits for journalists. Examines ethical decision-making in gray areas. Covers basic structure and processes of federal and state courts. Prerequisites: JR 103 and sophomore standing; co-requisite: JR 212.

JR 212
Ethics for Journalists
2 credits
Considers journalists' ethical responsibilities, in relation to professional standards and legal limits. Examines ethical decision-making and current ethical questions using case studies. Prerequisites: JR 103 and sophomore standing; co-requisite: JR 211.

JR 216
Advanced Audio-Video Journalism
4 credits
Provides intense writing for visual and audio news. Students continue to develop news judgment as it relates to video and audio. They produce and write radio newscasts and reporter packages, as well as organize a video news brief and reporter packages. Students shoot, write, and edit video and audio voiceovers and soundbites for storytelling. Prerequisite: JR 202.

JR 220
Interactive News
4 credits
Introduces the history and theory of the news media on the Internet and web and to the reporting, writing, and designing of online news. In the first half of the semester, students analyze best practices of online news publications and write their own blogs. In the second half, they report, write, and design a multimedia website. Prerequisite: JR 202.

JR 221
Photojournalism
4 credits
Explores photography as a journalistic storytelling medium by teaching how to communicate news visually in a variety of situations. Develops skills such as shooting pictures on deadline, writing concise and compelling cutlines, and editing for impact. Through historical and contemporary examples, students learn about the power of photojournalism to document, inform, entertain, persuade, and provoke emotion. Examines the ethical and legal challenges of photojournalism. Prerequisite: JR 202.
(Semester varies)

JR 240
Sports Reporting
4 credits
Provides real-world basis for sports coverage in print, broadcast, and online media. Students produce a range of stories in each media, learn the basics of sports beat reporting, learn the necessity of research and reporting for sports stories, deepen knowledge of sports as it appeals to media consumers, and learn how to compete for positions in the job market. Prerequisite: JR 202. (Semester varies)

JR 261
Feature Writing
4 credits
Students learn to research, organize, and write feature articles for newspapers, magazines, and online media. They develop techniques for finding and focusing stories, interviewing in-depth, improving observation, structure writing, and storytelling. Students understand the variety of feature writing approaches. Prerequisite: JR 202.

JR 292
Public Affairs Reporting
4 credits
Introduces the structure and functions of state, local, and federal government from a journalist's perspective. Students report and write in-depth stories on proposed legislation, campaign finance, and current issues in government. Students also become familiar with and make use of public records and open meeting laws, learn advanced reporting skills through readings and class lectures, and review and critique each other's stories. Prerequisite: JR 202.
(Semester varies)

JR 318
TV News Producing
4 credits
Students experience deadline-driven television newsroom operations by producing newscasts and rotating through newsroom jobs such as tape editor, writer, producer, anchor, reporter, and videographer. They write news scripts, edit video to tell a news story, organize and produce a newscast, coordinate video elements for a newscast, and work together as a broadcast news team. Prerequisite: JR 216.

JR 346
***The Berkeley Beacon* Laboratory**
1 non-tuition credit
Students participate in workshops and post-production critique and evaluation of specified reporting and editing assignments on the College newspaper, *The Berkeley Beacon*. Credit is awarded at the end of the semester following an evaluation by the instructor. May be repeated up to 4 credits. Course is offered Pass/Fail. Does not count toward the Journalism major. Prerequisite: permission of instructor.

JR 347
WEBN
1 non-tuition credit
Students participate in workshops and post-production critique and evaluation of reporter packages, newscasts, sportscasts, and special programs for WEBN, the weekly programming of the campus chapter of the Radio-Television Digital News Association. Credit is awarded at the end of the semester following an evaluation by the instructor. May be repeated up to 4 credits. Course is offered Pass/Fail. Does not count toward Journalism major. Prerequisite: permission of instructor.

JR 352
Opinion: Columns, Reviews, Editorials, and Blogs
4 credits
Explores the content and approach of persuasive writing styles used in reviews, editorials, columns, and blogs. Students write, produce, and publish a variety of pieces of journalism criticism. Prerequisite: JR 202. (Semester varies)

JR 353
Reporting and Writing Complex Stories
4 credits
Students move beyond straight news, inverted pyramid, and short features to understand longer features, narratives, analysis, profiles, investigative, and other forms of in-depth writing. They learn to look for ideas, how to organize reporting, and how to pursue the serious reporting needed for these stories, as well as how to structure a longer, complex story to produce exemplary, stand-out journalism. Prerequisite: JR 202. Students are encouraged to have completed JR 261 prior to enrolling in this class.

JR 354
News Editing and Design
4 credits
Students develop and practice the craft of editing: refining news copy and choosing how and where it will run in a newspaper or on a website. They learn to edit stories for content, structure, word usage, and story flow. Students write headlines and learn appropriate software needed to design pages. Explores issues of style, bias, stereotyping, fairness, and taste. Prerequisite: JR 202.

JR 364
Topics in Specialized Reporting
4 credits
Develops background knowledge, understanding, and expertise in a specialized area of journalism. Topics may include politics, blogs and the media, the media and the presidency, war reporting, and impact and Pulitzer stories. May be repeated for credit if topics differ. Prerequisite: JR 202. (Semester varies)

JR 365
Topics in Cultural Affairs
4 credits
Develops background knowledge, understanding, and expertise in a specialized area of culture, arts, entertainment, or sports. Topics may include music journalism, food/fashion reporting, or performing arts reporting. May be repeated for credit if topics differ. Prerequisite: JR 202. (Semester varies)

JR 366
Topics in Science, Technology, and Health
4 credits
Develops background knowledge, understanding, and expertise in a specialized area of science, health, or technology. Topics may include environmental journalism, science reporting, health and medical reporting, or reporting on new technologies. May be repeated for credit if topics differ. Prerequisite: JR 202. (Semester varies)

JR 367
Topics in Business and Consumer Reporting
4 credits
Develops background knowledge, understanding, and expertise in a specialized area of reporting on business, the economy, or consumer topics. Topics may include business reporting or consumer news/reporting. May be repeated for credit if topics differ. Prerequisite: JR 202. (Semester varies)

JR 368
Topics in Advanced Multimedia
4 credits
Develops background knowledge, understanding, and expertise in a specialized area of advanced multimedia. Courses focus on producing journalism across media or the web. Topics may include investigative journalism, telling narrative or complex stories across platforms, computer-assisted reporting or multimedia editing, web design, and production. May be repeated for credit if topics differ. Prerequisite: JR 202. Students are encouraged to have completed JR 220 prior to enrolling in this class. (Semester varies)

JR 419
ENG/TV News Reporting
4 credits
Students work in the field to research, shoot, write, and edit video news stories. They develop reporting and interviewing skills, visual acuity, writing for the eye and ear, and general TV performance abilities. Students also learn and utilize the technical aspects of video shooting and editing. Prerequisite: JR 318.

JR 450
Metro New Service: Collaborative Project
4 credits
Students cover local news stories and a local news beat to produce on-deadline stories in all media, to be published in collaboration with the Our Town sections of the *Boston Globe*, a city news bureau, or some other college-professional collaboration. Prerequisite: permission of instructor.

JR 482
***The Berkeley Beacon* Management**
4 credits
Available only to students appointed to top editorial positions at *The Berkeley Beacon* newspaper. Assignments include journal writing, critiques of the paper, and discussions of problems in management. Prerequisite: appointment to the position of editor or managing editor.

JR 490
Online Publishing Capstone
4 credits
Students create a series of multimedia stories for a personal portfolio of online journalistic work. They use advanced tools for creating interactive stories to produce immersive journalistic stories. Text, video, audio, and photos are used to produce journalistic stories that are difficult to tell in print or broadcast alone. Prerequisites: JR 202, Journalism majors, and senior standing.

JR 491
Broadcast Journalism Capstone
4 credits
Refines and further develops ENG or producing skills at an advanced level with the goal of putting together a professional portfolio by semester's end. In addition to completing a body of work, students are expected to engage in in-depth research and critical analysis. Prerequisites: JR 419, Journalism majors, and senior standing.

JR 492
Deep Reporting Capstone
4 credits
In this project-based course, students pitch, research, report, write, and revise a single long-form story or a series. Work might range from long-form narrative magazine articles or mini-documentaries to multiple-part series on a topic of public importance. Prerequisites: JR 202, Journalism majors, and senior standing. (Semester varies)

JR 493
Backpack Journalist Capstone
4 credits
Students carry out a project from start to finish, learning skills of self-employment, multimedia, marketing, self-editing, and pitching stories. They learn the basics of budgets, taxes, benefit, and legal implications of freelance and sole-proprietor journalism. Students learn about the risks and benefits of practicing journalism without the shelter, and restrictions, of a newsroom. They discover how to juggle technology, reporting, and entrepreneurial skills. Prerequisites: JR 202, Journalism majors, and senior standing. (Semester varies)

JR 495
Multimedia Journalism Capstone
4 credits
Students learn to produce all facets of the Journalism Students' Online News Service (JSONS). They use the city and the College as a news laboratory to write news in text form and produce audio and video news stories. They also work as editors to process the news for the daily news site. Students work individually and in teams, utilizing state-of-the-art Internet-ready equipment to produce journalism in a "newsroom without walls" environment. Prerequisites: JR 202, Journalism majors, and senior standing. (Summer only)

JR 497
Directed Project
2 or 4 credits
For unique circumstances, students participate in special learning opportunities designed for them to work closely with a faculty member on a creative project, work that the department chair certifies as not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. Directed projects are for extraordinary circumstances and require enlistment of a willing instructor. Prerequisites: satisfactory completion of the first skills courses in the journalism sequence, 3.0 GPA, and permission of instructor and department chair.

JR 498
Directed Study
2 or 4 credits
Students participate in special learning opportunities designed to work closely with a faculty member on a scholarly project. Prerequisites: 3.0 GPA and permission of instructor and department chair.

JR 499
Internship
4 or 8 credits
Students may apply only 4 internship credits toward the Journalism major. Internships, typically at a radio station, TV station, newspaper, magazine, or online news site, must be journalistic in nature and must be cleared in advance by the department's internship coordinator. Students are supervised by an approved full-time employee of the organization at which they work and by the internship coordinator. Students are required to keep a journal of their activities, to meet with the internship coordinator and other interns at least three times a semester, and to complete other tasks assigned by the department. Prerequisites: junior or senior standing, a grade point average of 2.7 or above, a recommendation from a journalism instructor, and completion of JR 202. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services prior to the start of the internship and should consult the Academic Calendar for registration deadlines. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program. Students who wish to intern in Washington, D.C., are encouraged to do so through the Washington internship program.

Senior standing is required for all 500-level courses.

JR 555
Reporting Issues of Diversity
4 credits
Develops the knowledge and critical thinking skills needed to function and thrive as a journalist in America's culturally diverse society. Analyzes media coverage of a wide spectrum of underrepresented groups, and challenges personal and societal stereotypes. Students learn from guest speakers, readings, and videos about the realities of different groups as well as the job of journalists trying to cover them. Fulfills the General Education U.S. Diversity requirement. Prerequisite: JR 202. (Spring semester)

JR 561
TV News Magazine and Documentary
4 credits
Takes a behind-the-scenes look at TV news magazines and documentaries with a focus on research, reporting, and production techniques. Explores how to put together longer-form stories from the initial pitch to the final product. Examines the importance of character development and dramatic storytelling. Covers effective management practices from controlling budgets to directing personnel. Prerequisite: JR 419. (Semester varies)

JR 562
The Magazine
4 credits
Students learn about the magazine as a journalistic form. They originate, research, and write articles and, if suitable, attempt to market them to professional outlets. Students critique the magazine industry, from analyzing editorial decisions to understanding the importance of niche and audience. Prerequisite: JR 202 (Semester varies)

JR 570
Global Journalism
4 credits
Students learn about the mass media in other countries. What are they like? What are their differing philosophies? How do their practices differ? Examines concepts of press freedom, media conglomeration and globalization, and the use and impact of new media technologies. Students go online to communicate with other journalists around the world and to monitor international news and issues. Fulfills the General Education Global Diversity requirement. (Semester varies)

JR 574
The Press and Propaganda
4 credits
Examines the history of propaganda and its relationship to journalism. Looks at propaganda during war, in political campaigns, and in coverage of business and entertainment. (Semester varies)

JR 585
Journalism Topics
4 credits
Develops background knowledge and expertise in a specialized area of journalism. Topics vary from semester and year and explore various aspects of journalism theory and practice. Course category is reserved for courses being introduced on a one-time or developmental basis. May be repeated for credit if topics differ. Prerequisites vary with topic. (Semester varies)

History Courses

HI 102
Western Civilization and Culture
4 credits
Studies the rise of civilization from its beginnings in the Neolithic Revolution through the classical empires, the Middle Ages, the Renaissance, and the hegemony of European and American civilization throughout the world. Explores in greater detail the influence of Judaism and Christianity in this process. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 200
Contemporary World History
4 credits
Integrates the political, social, intellectual, literary, and artistic aspects of the 20th-century landscape in examining such major themes as nationalism and the disintegration of empires; war and revolution; anti-colonial movements in Asia, Africa, and Latin America; and the efforts to construct a new world order. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

Hi 201
Non-Western World History
4 credits
Examines history in a variety of non-Western contexts. The content varies based upon the non-Western context selected for the semester. Focuses on historical events and the impact of these events for civilization in Asian, African, or Middle Eastern contexts. Fulfills the Historical Perspective and the General Education Global Diversity requirements. (Semester varies)

HI 203
Social Movements in the U.S.
4 credits
Examines political movements of industrial and agricultural workers, the unemployed, and the poor to gain power and economic rights since the Great Depression. Chronicles movements that shaped the policies of the New Deal and the Great Society, and analyzes the ways in which these movements fostered a conservative response late in the century. Explores history in the context of the ideals of democratic liberalism, the emerging power of corporate capitalism, and the modern conservative political coalition. Students study historical texts and a variety of cultural sources (literature, films, photographs, songs, and museum exhibitions). Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

HI 204
Islam in the World
4 credits
Pursues an interdisciplinary study of the origins of Islam and the role of Mohammed, the global expansion of the faith, the theology and thought of the Koran and Moslem traditions, and forms of art and architecture generated by the teachings of the prophet. Explores the impact of the renewal of Islam and its increasing role in the modern world. Fulfills the Historical Perspective and the General Education Global Diversity requirements. (Semester varies)

HI 205
History of England
4 credits
Studies the history of England from the Norman Conquest through the 20th century. Focuses on understanding the personalities of the rulers, the rise of parliamentary government, the interaction of England and other European nations, and the rise and decline of the British Empire. Included are discussions of how Shakespeare and Hollywood have depicted and often distorted English history. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 208
The World Since 1914
4 credits
Explores and develops an understanding of modern history by focusing on an examination of the Russian Revolution, Nazi Germany, Fascist Italy, the origins and events of World War II, the Cold War, and the Vietnam War. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 211
African American History
4 credits
Surveys sub-Saharan history of the pre-colonial era, and the history of African Americans from the slave trade through the Civil War to the present. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 220
Russian and Soviet History
4 credits
Surveys Russian history from the 9th century to the present. Emphasis is placed on the growth and development of Muscovite and Imperial Russia; the revolution of revolutionary thought and action; the nature of Russian communism; the significance of the Bolshevik Revolution; and the growth, collapse, and aftermath of the Soviet state. Fulfills the Historical Perspective of the General Education requirements. Offered at Kasteel Well only. (Semester varies)

HI 223
Renaissance and Reformation Thought
4 credits
Explores the creativity of the Renaissance and Reformation through the new ideas of the great thinkers of the period, including the Italian Humanists Petrarch and Machiavelli and the Protestant Reformers Luther and Calvin. Fulfills the Historical Perspective of the General Education requirements. Offered at Kasteel Well only. (Semester varies)

HI 235
History of the United States
4 credits
Studies the history of the United States from its colonial beginnings to the present, focusing on the Civil War and its consequences. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 498
Directed Study in History
2 or 4 credits
Students conduct individual projects planned in collaboration with the instructor to meet students' specific interests within history. Prerequisites: 3.0 GPA and permission of instructor and department chair.

Political Science Courses

PL 225
U.S. Government and Politics
4 credits
Develops knowledge and understanding about the American political system including national, state, and local government. Examines constitutional foundations, citizenship, civil liberties, public opinion, political parties, the electoral system, and the legislative process as well as the judicial history of these issues. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 231
Personality, Power, and Politics
4 credits
Studies historical personalities (such as Napoleon, Bismarck, Lenin, Hitler, Gandhi, Mao, Mandela, and Gorbachev) whose political ideas have contributed to the contemporary debate concerning the origins of the modern world. Students learn about leadership concepts, models, and techniques as they apply to the formation of mass political movements. Examines films, journalistic accounts, and historical commentary for an interdisciplinary approach to the study of political issues and events. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

PL 240
Communication, Politics, and Law
4 credits
Develops an interdisciplinary understanding of the political–legal communication field with emphasis on the U.S. Constitution and the legal system as well as constructing and communicating political-legal arguments. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 300
Campaigns and Elections
4 credits
Students use theoretical and empirical analysis to learn about the ways Americans elect their leaders. Examines several themes such as electoral systems,

political parties, primary and general elections, the role of money, and the role of the media as they relate to the American system of campaigns and elections. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

PL 328
Political Thought
4 credits
Analyzes the evolution of political theory from early Greece to the present. Studies the formation of the Western political tradition and the relationship of political theory to the development of absolutism, constitutional monarchy, liberal democracy, and socialism. Looks at the issues of idealism and realism in political thought, individual rights versus the needs of the collective, and the relation of these considerations to the emergence of totalitarian political ideologies. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PL 332
Civil Rights
4 credits
Reviews and develops an understanding of the U.S. Constitution, congressional legislation, and Supreme Court cases affecting and controlling minority rights from 1776 to the present. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

PL 333
The First Amendment
4 credits
Engages in in-depth study of the U.S. Constitution and federal laws as they relate to communication. Develops an understanding of the First Amendment, the Federal Communication Commission, and political speech. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 334
Development of the U.S. Welfare State
4 credits
Examines how Americans have cared for themselves and others in times of need. Students take a long view, starting with the Puritans, at the debate in America regarding the proper way to deal with epidemics, poverty, old age, infirmity, and unemployment. They explore causation, focusing heavily not simply on what has existed, but more importantly, why. Students use the analytical tools needed to understand American social policy and the welfare state. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

PL 498
Directed Study in Political Science
2 or 4 credits
Students conduct individual projects planned in collaboration with the instructor to meet students' specific interests within political science. Prerequisites: 3.0 GPA and permission of instructor and department chair.

Associate Professors Hurwitz (Interim Chair), Lowrie, Vogel, and Youn; Assistant Professors Lieb, Mihailidis, and Raheem; Senior Executives-in-Residence Anderson, Baehr, Quintal, Rowean, and Waters; Executive-in-Residence Seronick.

Course offerings in the Department of Marketing Communication prepare students for careers in the fields of marketing, advertising, public relations, brand communications, digital media and sales, and promotion. The major is grounded in a core of courses in consumer behavior, marketing organizations and branding, and the communications practice areas and strategies that link them. The goal is to prepare professional communicators who are creative and strategic—who understand the power of communication to influence attitudes and behaviors, and who are able to design and manage strategic campaigns for diverse profit and nonprofit organizations and clients.

Rooted in applied communication studies, the social sciences, and business administration, our program balances solid grounding in theory with practical training in professional skills. Along with classwork, students undertake extracurricular activities and internships that help them develop and apply their knowledge in the working world. Most courses take place at the Boston campus, but students can also do coursework and internships in global locations such as Los Angeles, The Netherlands, and China.

Programs

The Marketing Communications undergraduate major prepares students for careers and advanced study in the various fields of marketing communications. The curriculum is developed through core and elective courses that combine theory and practice. Core courses reflect a guiding philosophy that marketing communication professionals must optimize the contribution of different communication disciplines and channels when developing persuasive programs. Therefore, the core courses emphasize consumer understanding, messages, media, and channels; and the

organizational and strategic contexts of marketing communication. Students use elective courses in the program to develop deeper understanding and skills in areas related to their particular interests.

Degree Requirements for Bachelor of Science in Marketing Communications

The faculty of the undergraduate degree program in Marketing Communications is committed to the following learning objectives:

1. Students will display understanding of the history and role of professionals, organizations, and institutions in shaping marketing communications.
2. Students will describe the value chain through which marketing communications are practiced, the role of relationships between the contributing organizations, and the division of labor within them.
3. Students will articulate the differences between public relations, advertising, and data-driven practices online and offline, and the contributions each can make to an integrated marketing communications plan.
4. Students will explain the interdependencies and boundaries between marketing and marketing communication.
5. Students will analyze problems and opportunities and identify and assess alternative marketing solutions.
6. Students will develop factual bases for marketing communication solutions using methods appropriate to the respective practice areas.
7. Students will formulate strategies that link marketing and marketing communication goals to constituencies using media and messages.
8. Students will communicate clearly, effectively, and persuasively using the tools of marketing communication.
9. Students will demonstrate competency in at least one functional and one practice area in the field.
10. Students will appreciate the diversity of groups in global, civil society and deal with them respectfully in the context of marketing communication.

Required Courses

Students in Marketing Communications complete 48 credits in the major. In addition, all students are required to complete MT 207 Statistics, which may be used to satisfy the Quantitative Reasoning Foundation of the General Education requirements, and to demonstrate writing proficiency by passing an examination administered by the department.

MK 120	Communication, Media, and Society
MK 121	Marketing and Marketing Communication
MK 220	Understanding Consumers
MK 221	Messages, Media, and Channels
MK 222	Brands, Organizations, and Strategies
MK 480	Capstone: The Integrated Marketing Communications Campaign

Students complete an additional 12 credits from the following:

	At least one course in Methods and Insights
MK 332	Quantitative and Qualitative Research Methods
MK 333	Ethnographic Methods and Cultural Analysis
MK 334	Online Behavior and Web Analytics
MK 335	Marketing Performance Measurement and Dashboards
	At least one course in Managing MarComm
MK 342	Breakthrough Thinking and Marketing Communications
MK 343	Global Brand Strategies and Portfolio Management
MK 344	Marketing and Sales, Distribution and Service Relationships
MK 345	Organizations and Brands Online
MK 346	The Corporate Communications Function and Social Responsibility
MK 347	Managing Marketing Investments

	At least one course in Campaign Practices
MK 352	Creative Concepts and Storytelling
MK 353	Visual Literacy
MK 354	Writing for PR
MK 355	Sales Promotions and Events Management
MK 357	Media Planning and the Customer Journey
MK 358	Social Media: Connectivity, Interactivity, Buzz
MK 359	Data-Driven Acquisition and Retention Marketing

An additional 12 credits in Marketing electives at the 300 or 400 levels—only 4 credits of internship may be counted toward the major requirements.

Policies

All Marketing Communications students will take a writing competency assessment exam during their freshman or sophomore year. If they do not achieve a passing grade, students will be required to attend coaching sessions at the Lacerte Family Writing and Academic Resource Center and demonstrate writing proficiency prior to registering for 300-level courses.

Co-Curricular Activities

The Department of Marketing Communication is committed to providing professional-level experiences for its students by supporting participation in EmComm, a faculty-supervised and student-run integrated marketing communications organization that works with clients in the greater Boston area; PRSSA, the student chapter of the National Public Relations Society of America; AMACC, the student chapter of the American Marketing Association; and the Boston Advertising Club.

Minor Programs

The Department of Marketing Communication offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. The Entrepreneurial Studies minor requires 20 credits, including two 8-credit courses that can only be taken at Emerson. The Business Studies for Communication and the Arts minor requires 20 credits, 16 of which must be taken at Emerson. Courses used toward the Entrepreneurial or Business Studies minor may not be applied toward the Marketing Communications major. Students not majoring in the department may pursue the Marketing Communications minor, which requires 20 credits, 12 of which must be taken at Emerson.

Entrepreneurial Studies Minor

MB 200	Principles of Business
MB 472	Entrepreneurship I (8 credits)
MB 473	Entrepreneurship II (8 credits)

Business Studies for Communication and the Arts Minor

MB 200	Principles of Business
MB 300	Marketing, Sales, and Logistics
MB 310	Finance and Accounting
MB 400	Business Policy and Strategy

One course from the following:

CC 203	Intercultural Communication
EC 203	Principles of Economics
MB 371	Topics in Business Studies

Marketing Communications Minor

MK 121	Marketing and Marketing Communication
MK 220	Understanding Consumers
MK 221	Messages, Media, and Channels
MK 222	Brands, Organizations, and Strategies

One course from the following:	
MK 343	Global Brand Strategies and Portfolio Management
MK 346	The Corporate Communications Functions and Social Responsibility
MK 354	Writing for PR
MK 355	Sales Promotion and Events Management
MK 357	Media Planning and the Customer Journey

Marketing Communications Courses

MK 120
Communication, Media, and Society
4 credits
Introduces communication theory and the fundamental relationships that exist between communication systems and society. Emphasis is placed on the social, political, and economic context in which marketing communication emerged and evolved, and the role it plays in maintaining, expanding, and articulating our way of life. Majors are required to complete this in the first year.

MK 121
Marketing and Marketing Communication
4 credits
Explores the key types and core functions of contemporary organizations and the multiple roles marketing plays among them. Marketing's 5Ps and the "marketing mix" are examined in depth so as to understand the context in which marketing communication is practiced. Cases are introduced to acquaint students with the notion and essential elements of "strategy."

MK 220
Understanding Consumers
4 credits
Examines people in the context of their role as contemporary consumers. Surveys theories of consumer decision-making and behavior and the dominant approaches used to understand consumers today. Emphasis is placed on the role and application of understanding consumers in marketing communications campaign strategy, planning, and management. Prerequisites: MK 121 and sophomore standing.

MK 221
Messages, Media, and Channels
4 credits
Provides a comprehensive overview of modern media and how they are utilized for messaging in marketing communications. Media are treated at the channel (newspaper, radio, TV, magazine, web, Facebook, etc.) and practice area (non-paid PR, mass paid advertising, direct and digital) levels. Attention is also devoted to how the various media aggregate audiences and finance themselves, as well as recent changes in the ways they are purchased for use by marketing communicators. Prerequisites: MK 121 and sophomore standing.

MK 222
Brands, Organizations, and Strategies
4 credits
Establishes the notion of the brand and brand platform as the central organizing principle of contemporary marketing communications. Examines how the brand platform operates at the corporate and product, agency and campaign, and customer journey levels. Introduces the different types and dimensions of strategies used by the various players in marketing communications to link targets, media, and messages in service to the brand. Prerequisites: MK 121 and sophomore standing.

MK 321
EmComm
1 non-tuition credit
EmComm is a student-run, nonprofit integrated marketing agency that offers local businesses professional services within the areas of public relations, marketing, advertising, and digital communications. During the semester, students work toward the achievement of their client's communication goals while enriching their educational growth and professional portfolios. EmComm is also a co-curricular activity.

MK 332
Quantitative and Qualitative Research Methods
4 credits
Introduces the scientific method and the processes of primary quantitative and qualitative research in marketing communications. Marketing problems are identified, research objectives formulated, research design determined, questionnaires developed, sampling methods designed, data analyzed and interpreted. The various uses of research in targeting, positioning, product decision-making, messaging, and media utilization are demonstrated. Prerequisites: MK 220, MK 221, MK 222, and MT 207. (Semester varies)

MK 333
Ethnographic Methods and Cultural Analysis
4 credits
Explores the tools and techniques of ethnography and their uses in defining and solving marketing research problems. Drawing from the traditions of participant observation in the fields of anthropology, sociology, psychology, and market research, the course applies ethnographic methods to the analysis of subcultures and behavioral minorities as well as transnational marketing communication. The focus throughout is on how to fathom the cultural differences that inform and impact consumer decision-making and marketing communication campaigns. Prerequisites: MK 220, MK 221, MK 222, and MT 207. (Semester varies)

MK 334
Online Behavior and Web Analytics
4 credits
Introduces the proliferating services and tools available to capture, measure, and assess online behavior, information-gathering, decision-making, shopping patterns, and social groupings. Among these, emphasis is placed on developing the skillful use of Google Analytics as it can be applied to optimize digital marketing communications efforts and initiatives. Prerequisites: MK 220, MK 221, MK 222, and MT 207. (Semester varies)

MK 335
Marketing Performance Measurement and Dashboards
4 credits
Explores ways to measure the performance of integrated campaigns within and across segments, channels, and platforms to inform decisions about where to spend "the next marketing dollar." The use of different software applications and database providers are introduced, and students become acquainted with marketing dashboards as these both facilitate decision-making and promote the marketing function in organizations. Prerequisites: MK 220, MK 221, MK 222, and MT 207. (Semester varies)

MK 342
Breakthrough Thinking and Marketing Communications
4 credits
Explores the nature of creative and critical thinking, as well as the increasing importance of creative problem solving in the context of organizations, product development, and marketing communications. Students practice critical thinking skills with written and visual communication materials. Creative thinking skills, methods, and processes are then used to think differently about original and innovative solutions to various organizational, product, and communication challenges. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 343
Global Brand Strategies and Portfolio Management
4 credits
Examines how the notion of the brand can be taken to scale. Explores the uses of different types of brand architectures by different types of organizations as they grow and expand internationally. Considers the values of the brand to the conglomerate organization as it manages its portfolios of companies, products, and customer segments. Heavy use is made of case analysis. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 344
Marketing and Sales, Distribution and Service Relationships
4 credits
Analyzes and addresses how to advance the critical customer-facing relationships within an organization between marketing and the sales force, distribution networks, and customer service. Discusses the different types of arrangements that prevail among these functions in b-b and b-c organizations, and in large and small organizations. Special attention is devoted to customer service policies and to the provision of teleservices. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 345
Organizations and Brands Online
4 credits
Examines the enduring elements of online presence required of companies and brands today: website(s), search profile, e-commerce capabilities, and e-crm. How are these driven by bricks-and-mortar identities established previously; what opportunities and requirements do they generate; how do they function to establish frameworks for digital marketing communications campaign activities? Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 346
The Corporate Communications Function and Social Responsibility
4 credits
Focuses on the scope and tasks of the communications function in large organizations. These include the intersection with sales, establishing and maintaining the corporate identity, customer intelligence and advocacy, executive coaching, and constituency relations—carrying, or supporting, all the outward-facing activities of the organization. Often, the chief communications officer also works to align the organization with broader social trends. The leading contemporary example of this is the Social Responsibility movement, which will be analyzed in detail. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 347
Managing Marketing Investments
4 credits
Addresses three critical points of intersection between finance and marketing communications: how to define and communicate marketing budgets to senior executives inside the organization; how to strategically deploy budgets against goals and targets on behalf of the organization and how to plan, manage, and optimize media spend outside the organization. Issues such as aligning marketing needs with the larger mission of the organization, buy vs. build, and sourcing and managing external capabilities also are considered. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 352
Creative Concepts and Storytelling
4 credits
Focuses on "the message" in marketing communications, as both the distinctive idea conveyed in a campaign and the many forms in which it is expressed. Advertising copywriting for broadcast and print is practiced, as is writing for blogs and long-form digital formats. Developing and growing stories, and provoking user-generated content to engage consumers across media platforms, is considered as well. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 353
Visual Literacy
4 credits
Explores the importance and meaning of visuals in business and marketing communications, from the choice of typeface and layout to the use of images, color, symbols, style, and art direction. The application of these and related elements in logos, print, broadcast, and digital media campaigns are considered. Also discusses the mechanisms companies use to maintain consistent visual identities in their persuasive messaging, and the resources available when they consider changing their visual portrayals. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 354
Writing for PR
4 credits
A survey and workshop that takes up the many forms of writing practiced in public relations. These include news releases and media kits, editorials and newsletters, brochures, white papers, stockholder and employee communications. The notions of voice and personality as well as consistency and style are emphasized. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 355
Sales Promotion and Events Management
4 credits
Addresses the uses, value, and mechanics of special offers and non-recurring events in commercial and nonprofit marketing communication. Covers trade promotions such as price and volume discounting, feature and coop advertising, and in-store displays as well as such consumer tactics as coupons, memberships, giveaways, and value-added offers. Also looks at trade shows and placed-based gatherings. Considers both business-to-business and business-to-consumer applications. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 357
Media Planning and the Customer Journey
4 credits
Focuses on how channels are used in marketing communications to connect audiences with messages. The tools of media research and audience analysis are explained to inform construction of media plans, as are the skills of buying and negotiation that guide implementation of plans. Introduces the concept of "customer journeys"; it is coming to be used by the large media firms created by marketing services holding companies to guide the integrated media plans they provide. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 358
Social Media: Connectivity, Interactivity, Buzz
4 credits
Social media have captured the imagination of the millennial generation, marketers, Hollywood, and now Wall Street since they emerged several years ago. This course focuses on the strategic uses of Facebook, Twitter, and the Next New Thing. It also considers how the connectivity and interactivity social media represent alter traditional concepts such as "companies," "customers," "shopping, buying, and selling"; what effect this has had on the strategic marcomm landscape; and why revolutions in communication often turn out to be evolutionary instead. Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

MK 359
Data-driven Acquisition and Retention Marketing
4 credits
Develops an operating understanding of the rudiments of database marketing and its evolution from direct mail to customer relationship management. The roles of lists, data operations management, testing, and modeling are examined, as well as the importance of "business rules," "customer permissions," "closed loop systems" and marketing technology. The economics of loyalty marketing are explored and related to ideas about "the brand." Prerequisites: MK 220, MK 221, and MK 222. (Semester varies)

Prerequisites for all 400-level courses include senior standing and completion of one course from Methods and Insights (MK 332–335); one course from Managing MarComm (MK 342–347); and one course from Campaign Practices (MK 352–359).

MK 432
Database and Customer Base Analysis
4 credits
Acquaints students with why, how, and from where to gather, analyze, and apply data relevant to the marketing communications decision-making process.

Examines a variety of secondary databases used by practitioners to understand industries, sales, market share, trends and consumer profiles. Particular attention is paid to segmentation applications, and to the use of tools and techniques to extract insights from an organization's own customer information to combine with secondary data to develop deeper, proprietary insights. Prerequisites: completion of three 300-level Marketing courses, MT 207, and senior standing. (Semester varies)

MK 433
Advances in Understanding Decision-Making and Consumer Behavior
4 credits
Explores advanced concepts and emerging theories in consumer decision-making and behavior, such as network effects and behavioral economics, and includes investigation of the techniques available to support them. The concepts, theories, and techniques considered are assessed in the context of their potential contribution to both marketing science and their practical applications in the marketplace. Prerequisites: completion of three 300-level Marketing courses and senior standing. (Semester varies)

MK 442
Sector Application: Healthcare Marketing
4 credits
Healthcare represents a challenging frontier for marketers: instead of manufacturers/sellers and buyers/payers, "solutions" are prescribed by doctors, provided by hospitals and pharmacies, paid for by insurance companies, to patients who often spend more to stay healthy than to get well. And the government has just changed the rules of the entire game! This course addresses how healthcare providers, payers, and consumers are, and are not, turning to marketing as they negotiate the changes in this vital sector. Prerequisites: completion of three 300-level Marketing courses and senior standing. (Semester varies)

MK 443
Sector Application: Entertainment Marketing
4 credits
Contemporary entertainment industries present special circumstances and opportunities for marketers because they are organized around "properties" that provide differential returns-on-investment for various "media expressions" across orchestrated channels over extended periods of time. This course covers recent developments in major arenas such as movies, cable, games, theater, and sports, taking up issues that cut across all of them, including intellectual property, licensing, personal branding, and the life cycle of blockbusters. Prerequisites: completion of three 300-level Marketing courses and senior standing. (Semester varies)

MK 452
Emerging Concepts and Options in Digital MarComm Campaigns
4 credits
Marketing increasingly relies on new technologies and concepts to generate excitement and competitive advantage for products and services. This course focuses on the strategic uses and development of concepts and prototypes for branded applications, experiences, and toolsets that can be delivered via new platforms, from smartphones to iPads, 3D to geo-locator devices. Students learn about human interface and navigation design, information architecture, and the roles of prototype development and project management. Prerequisites: completion of three 300-level Marketing courses and senior standing. (Semester varies)

MK 453
Advanced Campaign Planning
4 credits
Concentrates on issues in bringing together advertising and public relations, direct and web marketing into an efficient, effective integrated campaign plan. Emphasizes the key roles of prospect analysis, creative messaging, channel orchestration, and customer and resource management in

forming the strategy that drives the marketing communications plan. Prerequisites: completion of three 300-level Marketing courses and senior standing. (Semester varies)

MK 471
Topics in Marketing Communication
4 credits
Offers opportunities to examine cutting-edge issues in marketing communications. May be repeated for credit if topics differ. Prerequisites: completion of three 300-level Marketing courses and senior standing. Additional prerequisites may be required by topic. (Semester varies)

MK 480
Capstone: The Integrated Marketing Communications Campaign
4 credits
Provides a culminating, integrative experience for majors. Students are organized into teams and challenged to develop and execute a complete integrated marketing communications strategy and campaign plan for an existing client, organization, and/or brand. The work is presented both live and in writing, as it would be in a commercial context. The spring semester course is designed around the annual competition of the American Advertising Federation, in which a team of Emerson majors has traditionally played a significant role. Prerequisites: completion of three 300-level Marketing courses and senior standing.

MK 498
Directed Study in Marketing Communication
2 or 4 credits
Individual academic project planned with a faculty member to meet a student's discipline-specific interests beyond those covered by existing courses. Students must propose learning objectives, evaluation methods, a bibliography, and content before a directed study is approved. Proposals must be approved in the semester preceding the semester in which the student wants to complete a directed study. Directed study cannot be a substitute for a catalogue course. Prerequisites: GPA of 3.0 or above and permission of instructor and department chair.

MK 499
Internship in Marketing Communication
4 or 8 credits
Fieldwork in marketing communications. Students may only apply for 4 credits toward the Marketing Communications major. A 4-credit internship requires 16 hours a week for 12 weeks; an 8-credit internship requires 32 hours a week for 12 weeks. No more than 8 internship credits or 12 credits of any combination of internship and directed study count toward total graduation requirements. Pre-internship participation is required in Career Services' Internship Experience Workshop. Enrollment in Emerson's Los Angeles Program is required for Los Angeles internships. Prerequisites: completion of three 300-level Marketing courses, junior standing, GPA of 2.7 or above, and permission of instructor.

Business Courses

MB 200
Principles of Business
4 credits
Analyzes information related to business trends, strategies, opportunities, and operations and critically assess alternatives. Through lecture, discussion, case videos, and in-class assignments, students consider external and internal factors driving contemporary business decisions. Topics include: pricing, supply and demand, the management of people, processes, resources, and organization; the globalization of business; the use of information systems to support business efforts; and basic concepts of marketing, sales, business ethics, law, accounting, and finance.

MB 300
Marketing, Sales, and Logistics
4 credits
Explores the necessity of positioning, selling, and delivering products and services to customers in a creative, cost-effective, and customer-focused manner. Through case studies, articles from the field, and in-class simulations, students work with concepts related to personal selling, differentiation and branding, customer relationship management, and distribution systems. The course provides

the essentials of internal and external business communications, and student deliverables are structured accordingly. Prerequisite: MB 200. (Semester varies)

MB 310
Finance and Accounting
4 credits
Students become familiar with the language of accounting and learn to create, interpret, analyze, and evaluate financial statements (e.g., balance sheet, income statement, cash flow statement). Armed with this knowledge, students then use case studies and in-class exercises to analyze how managers use data presented on financial statements to make decisions about budgeting, cost allocation, and overall company performance. Prerequisite: MB 200. (Semester varies)

MB 371
Topics in Business Studies
4 credits
Various topics offer opportunities to examine contemporary and historic business issues, trends, and events across the spectrum of business and entrepreneurial studies. Prerequisite: MB 200. (Semester varies)

MB 400
Business Policy and Strategy
4 credits
Serves as the Business minor's capstone course by introducing new levels of complexity to broad concepts learned in previous classes. Uses case studies, trade articles, and time-honored academic frameworks, as well as in-class lectures, group exercises, and discussions to challenge students to apply how legal frameworks, business and government regulations, organizational structures, diverse workforces, and customer and stakeholder expectations influence the way contemporary companies conduct business. Prerequisites: MB 300 and MB 310. (Semester varies)

MB 472
Entrepreneurship I
8 credits
Introduces and immerses students in the process of creating and launching a new venture. Students learn the history and process of entrepreneurship as they explore creative problem solving, innovative thinking, and ethics. Relevant marketing and public relations strategies are presented in addition to basic financial, business, and human resource issues. Experts in the business world provide additional mentoring and practical knowledge. Prerequisites: MB 200 and junior standing. (Fall semester)

MB 473
Entrepreneurship II
8 credits
Provides an advanced immersion in the process of creating and launching a new venture. Students learn about business planning, marketing research, sales and marketing, legal issues, negotiation practices, and business conduct and further develop public speaking and interpersonal communication skills relevant to starting and managing a business. Students prepare for the business competition at the annual E3 Exposition. Students have the opportunity to learn from experts in the business world. Prerequisite: MB 472. (Spring semester)

Economics Course

EC 203
Principles of Economics
4 credits
Introduces and focuses on the essential concepts and principles of microeconomics. Studies the allocation of resources under scarcity through decisions made by individual consumers, firms, and business. Students examine, understand, and prioritize decisions and behaviors that affect many resources, whether financial, environmental, or human. Fulfills the Social and Psychological Perspective of the General Education requirements.

Institute for Liberal Arts and Interdisciplinary Studies

Dean Ansell; Director of Honors Program Gibson; Senior Artist-in-Residence Tocci; Senior Scholar-in-Residence Williams; Scholars-in-Residence Castañeda, Moyer-Duncan, Munif, and Sherry.

The Institute for Liberal Arts and Interdisciplinary Studies is a center for innovative teaching and scholarship that draws upon the diversity of Emerson's faculty and students, and the different disciplinary, intellectual, and creative interests they represent.

The Institute's mission is to promote the interdisciplinary study of the liberal arts, to support faculty development and collaboration leading to curricular innovation, and to advance students' theoretical and ethical understanding of communications and the arts. In all of its endeavors, the Institute seeks to foster global and multicultural perspectives.

Programs

The Institute is home to Emerson's First-Year Seminar Program. During their first year of study, all Emerson students select a first-year seminar from one of about 22 seminar topics offered each semester. These courses examine the traditional liberal arts in a dynamic, interdisciplinary approach that emphasize critical thinking, writing, and speaking—all essential skills needed to succeed in the 21st–century global economy that emphasizes adaptability and innovative thinking.

The Institute is the home of the Emerson College Honors Program, a four-year interdisciplinary program that brings together top students from across the College in a series of intensive seminars and independent learning experiences that culminate in a senior Honors thesis in each student's major field of study.

Through the Institute, students can also take upper-level courses or complete interdisciplinary minors in emerging fields such as Women's, Gender, and Sexuality Studies and Global and Post-Colonial Studies.

Goals of the Liberal Arts Curriculum at Emerson College

- Provide students with a grounding in the core areas of verbal and written expression (Oral Communication, Writing, Technology-Mediated Communication)

- Provide students with a foundation in the major Liberal Arts traditions (Philosophy, History, Literature, Arts, Social and Behavioral Science, and Natural Science and Quantitative Reasoning)

- Provide students with extensive exposure to a multitude of cultural, ethical, and disciplinary perspectives, and to foster their ability to critically assess the values and assumptions underlying those perspectives

- Integrate the study of the Liberal Arts with students' educational experience by providing choice and flexibility in determining the appropriate match between students' Liberal Arts studies and their major programs

The Institute courses have the following student learning objectives:

1. Students will demonstrate critical thinking, writing, and speaking skills.
2. Students will apply ethics to liberal arts and interdisciplinary topics.
3. Students will demonstrate an understanding of global and multicultural perspectives.
4. Students will apply appropriate theories to the issues of the course.

Honors Program

The Emerson College Honors Program is an intellectual and creative community that provides a four–year interdisciplinary and collaborative learning experience for undergraduate students of exceptional ability. The program integrates an intellectually challenging liberal arts core curriculum with specialized study in professional fields of communication and the arts through interdisciplinary seminars, collaborative research projects, and faculty–directed independent study. For additional information, please visit *emerson.edu/academics/departments/liberal-arts-interdisciplinary-studies/honors-program*.

The faculty of the Honors Program is committed to the following goals:

- Introduce students to the interdisciplinary study of literature and cultural theory, while addressing issues of power, social action, and cultural diversity in various multicultural contexts and developing strong writing skills

- Introduce students to the arts, humanities, and behavioral and social sciences from an interdisciplinary perspective, with an emphasis on critical thought, modes of inquiry, and research methods, as well as consideration of the ethics of acquiring and producing knowledge

- Facilitate the completion of an Honors thesis that integrates students' theoretical and practical skills. This project prepares students for leadership in fields of advanced study and professional disciplines in a global environment

- Engage in critical thinking and promote leadership through community service projects

The Honors Program has the following student learning objectives:

1. Students will demonstrate critical writing skills about power, social action, and cultural diversity from an interdisciplinary perspective.
2. Students will analyze intersections between the science and philosophy disciplines.
3. Students will synthesize theory and their craft into an Honors thesis.

Honors Courses and Requirements

HS 101 and HS 102
First-Year Honors Seminar
8 credits
Introduces the interdisciplinary study of literature and cultural theory, addressing issues of power and ideology in various multicultural contexts. Fulfills the General Education Introduction to College Writing and U.S. Diversity requirements and the Literary Perspective.

HS 103
Honors Writing Symposium
4 credits
Taken in conjunction with HS 102, develops skills in research, critical thinking, and writing. Stresses revision, relies on frequent workshops of student writing, and aims to sharpen ability to research, evaluate, and use evidence in a reasonable and convincing way. Students write an extended research paper on a topic related to HS 102. Fulfills the General Education Research Writing requirement. (Spring semester)

HS 201 and HS 202
Sophomore Honors Seminar
8 credits
Engages critical thinking and research about philosophical, cultural, and scientific methods of generating knowledge and their ethical implications. Different areas of inquiry are examined each year. Recent topics include environmental ethics, evolution, astronomy, and epistemology. Fulfills the General Education Ethics and Values Perspective and the Scientific Perspective.

HS 301 and HS 302
Junior Honors Colloquium
1 non-tuition credit
A 1-credit series of workshops and special events that provide mentorship while students develop proposals for Honors theses.

Junior Honors Seminar
4 credits
Requirement fulfilled with upper-level course in interdisciplinary studies (IN 200-level or above). Builds upon and extends interdisciplinary curricula of First-Year and Sophomore Honors Seminars. Junior Honors Seminar is intended as preparation for the Senior Honors Thesis.

HS 401 and HS 402
Senior Honors Colloquium
1 non-tuition credit
A 1-credit series of workshops and special events that provide mentorship while students complete Senior Honors Theses. In both terms, students share their works-in-progress with the Honors Program director and other Honors Program students.

HS 490
Honors Thesis
4 credits
At the end of junior year or after completing the Junior Honors Seminar, students file an Honors Thesis Proposal with the Honors Program director. The proposal includes a description of the overall topic in terms of the general issue or project, the specific question or questions formulated, and the general ways in which the student will address the question(s) and accomplish the project. After a successful defense of their proposal, Honors students produce an Honors thesis in their senior year. Students work independently, but consult regularly with the thesis faculty advisor to evaluate and revise the work in progress. The final thesis represents students' abilities and commitment to serious intellectual work. At the time in which students write their thesis, they will be enrolled in and have previously taken the Honors Program Colloquia.

Service Learning and Community Action

The Office of Service Learning and Community Action coordinates academic and co-curricular programs in service learning with the goals of promoting civic engagement, enhancing pedagogy, meeting community needs, and preparing students for their lives and careers in a diverse and global society. In collaboration with faculty, students, and staff from across the College, including the Institute and the Center for Innovative Teaching and Learning, the Office of Service Learning and Community Action promotes and supports service learning, co-curricular service projects, service work-study, social activism, and other opportunities for meaningful, reflective, and engaged community involvement. For more information about service opportunities at Emerson, visit *emerson.edu/service-learning*.

IN 346
ACT (Action for Community Transformation) Leadership Seminar
1 non-tuition credit
A non-tuition credit opportunity that enhances experiences providing direct service in the community with workshops on leadership, organizing, and advocacy. In addition, workshops and direct service ACT Leaders organize "campus impact" initiatives and advocacy efforts related to direct service.

Individually Designed Interdisciplinary Majors

An individually designed interdisciplinary program (IDIP) is a major program of study in a well-defined area of interest consisting of courses from two or more academic departments or from a department and the Institute. Students design an interdisciplinary major program in consultation with faculty members from the different departments where the coursework is based. A student's course plan for the major must include a minimum of 40 credits for the BA or the BS. Because IDIPs usually involve the completion of prerequisites in more than one department, a typical IDIP requires between 48 and 56 credits to complete. To be eligible, students must have a cumulative GPA of 3.0 or higher at the time of application, and they must complete a petition for an interdisciplinary major program and have it approved by the IDIP faculty committee before beginning their junior year. Petitions with rules, submission dates, and instructions are available from the Institute for Liberal Arts and Interdisciplinary Studies Office, 120 Boylston Street, Room 509. Petitions are due in the office by October 15 (for the fall) and February 15 (for the spring).

Minor Programs

Through the Institute, students may pursue minors in selected areas of interdisciplinary study. Interdisciplinary minors give students the opportunity to explore an area of academic study in greater depth, from multiple disciplinary perspectives, over a period of several semesters. Students interested in pursuing an interdisciplinary minor should consult with their academic advisor. Students may count up to 8 credits from the General Education curriculum toward the minor. Following is a list of the requirements for minors currently offered by the Institute.

Women's, Gender, and Sexuality Studies Minor

The minor offers students the opportunity to think critically about the meaning and expression of gender and sexuality in everyday life, culture, and institutions. Students will develop a historical awareness of the role of feminism as well as LGBTQ movements in both local and global contexts. This history and the more contemporary lived practices of sex, gender, and sexual orientation will be contextualized in relation to other categories of difference. After completing the minor, students will be more versed in imagining effective ways to combat inequity and foster transformations of identities and social roles. At least 16 credit hours are required.

The core course, IN 200 Introduction to Women's and Gender Studies, is required. The remaining 12 credits are chosen from the following courses, at least one of which must be at the 300 or 400 level:

IN 125	Topics in Gender Studies
IN 138	Staging American Women: The Culture of Burlesque
IN 318	Women, Media, and Globalization
IN 319	Feminist Cultural Theory
IN 404	The Evolution of Queer Identity: History, Literature, Theory
IN 406	Queer Dreams: Politics, Culture, and Difference
LI 210	American Women Writers
LI 396	International Women Writers (note prerequisites)
LI 436	Cultural Criticism (note prerequisites)
PS 306	Psychology of Prejudice
SO 206	Gender in a Global Perspective

Global and Post-Colonial Studies Minor

The minor provides students with an understanding of our increasingly complex, globalized world. Through the lens of literature, the arts, history, politics, and culture, students are introduced to key concepts in global and post-colonial studies. Through an awareness of marginal knowledge systems and neglected histories, students critically engage the global in their lives.

The core course, IN 203 Post-Colonial Cultures, is required (note that it is only offered in the fall semester). The remaining 12 credits are chosen from the following courses, at least one of which must be at the 300 or 400 level:

HI 201	Non-Western World History
HI 204	Islam and the World
IN 134	Local Action/Global Change
IN 210	Topics in Global Studies
IN 226	Nationalism, Multiculturalism, and Identity
IN 318	Women, Media, and Globalization
IN 320	Topics in Key Contemporary Thinkers
IN 321	Asian Pacific Rim Film and Literature
IN 322	Global Identity/Local Consumption
IN 323	Global Cities
IN 405	Moving Out, Moving In
LI 211	Topics in Global Literature
LI 381	Global Literatures (note prerequisites)
LI 396	International Women Writers (note prerequisites)
LI 423	Topics in Global Literature (note prerequisites)
LI 436	Cultural Criticism (note prerequisites)
SO 206	Gender in a Global Perspective
VM 214	History of Non-Western Art I: Asia and the Mideast
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 406	Post-Colonial Film (note prerequisites)
VM 418	Transnational Asian Cinemas (note prerequisites)

First-Year Seminars in Interdisciplinary Studies

The Institute for Liberal Arts and Interdisciplinary Studies offers a selection of seminars designed specifically for first-year students. These courses are designed to provide students with a rich and exciting introduction to various areas of study. All first-year courses are small in size and emphasize critical reading, writing, and speaking skills. These courses also emphasize topics, assignments, reflection pieces, and instructional approaches that are geared toward the academic demands of the first year and reflect emerging perspectives in the interdisciplinary study of the liberal arts.

All incoming first-year students and all transfer students are required to take one course at the Institute during their first year of study at Emerson. All of the 100-level IN courses are restricted to first-year students only and fulfill the Interdisciplinary Perspective of the General Education requirements.

Although some variation may exist from year to year, the following is a list of first-year seminars that are normally offered by the Institute.

Interdisciplinary Courses

IN 107
Forbidden Knowledge
4 credits
Addresses basic philosophical questions posed by Western civilization accustomed to unshakable faith in power of knowledge to provide solutions to fundamental challenges facing humanity. Addresses problem equating knowledge with power from its origins in Greek Judeo-Christian cultures to the quintessential modern story of Frankenstein. Sources drawn from poetry (Goethe and Shelley), drama (Aeschylus), literature (Mary Shelley and Voltaire), and philosophy (Descartes and Rousseau) provide an introduction to the heritage of textual and visual material for contemplating the meaning of knowledge for human existence.

IN 108
Love and Eroticism in Western Culture
4 credits
Love and eroticism were once the epicenter of philosophy. Yet, since the 19th century, love and eroticism have been secondary to "desire," which suggests more of a structure than an individuated experience. Many theorists repeatedly state that one cannot know desire. Course explores the relationship between this alienating structure and the ego-validating interpersonal encounters we call love so as to rethink the roles that love, desire, and eroticism play in our lived experiences.

IN 111
The City
4 credits
Explores the development of the modern city and the impact of urbanization on politics, perception, and spiritual dimension of human life. Examines conceptions of the postmodern city that emerged in the late 20th century and collapse of modernist ideals of architecture and urban life. Primary texts from sociology, urban planning, and architecture are explored. Requires weekly assignments and a group project involving fieldwork in Boston.

IN 115
Digital Culture
4 credits
Introduces theory and practice of digital communication and new media technology. Topics include: history of media and impact of digital technology on work, contemporary culture, knowledge creation and acquisition, and creative process. Offers online training in Internet navigation, information retrieval, multi-user interactive environments, hypertext, and hypermedia authorship. Students gain practical understanding of technologies that provide critical tools for evaluating social, political, and aesthetic decisions in digital media.

IN 116
Ways of Knowing: Philosophy in Literature
4 credits
Provides introduction to reading literature by asking how literature can be used to reflect on human experience and generate new and established ways of responding to the world. Interprets philosophical and literary texts, evaluates aesthetic style, reconstructs historical context, and develops skills to respond effectively by writing about literature from a variety of perspectives.

IN 123
Visiting Scholar Topics
4 credits
Topics address the expertise of visiting Scholars-in-Residence in the Institute. These topics are offered on a rotating basis. Past topics include: Rethinking Race, Power and Privilege, Ethics and Communication, and Africana Diaspora.

IN 125
Topics in Gender Studies
4 credits
Examines the intersection of gender and other areas of study, including literature, politics, sociology, economics, among others. Gender identity and gender representation are central to classroom discussions. Examines history, science, culture, and society from multiple gendered perspectives. The course allows students to clarify the transformative power of gender in their lives. Topics may differ from year to year.

IN 126
Literature of Extreme Situations
4 credits
How are human identities shaped, transformed, distorted, and annihilated, or transformed by extreme personal and social experiences? How and why do people make meaning of such experiences through the creation of art, film, and literature? Reading/viewings include tales of obsession, addiction, and adventure, as told through memoir and fiction. Historic and journalistic accounts of genocide, natural disasters, cults, and other mass experiences are also explored. Primary thematic emphasis is on the integrity of the individual and the continuity of the community. Perspectives from the disciplines of psychology, sociology, and philosophy provide the conceptual framework for discussion.

IN 127
The Politics of the Past: History, Memory, and the Arts
4 credits
Moving from the micro-history of the family to the global history of war, this course examines multiple ways societies remember the past. While public memorials and monuments may tell national stories about Civil War battles, the trauma of the Holocaust, or Vietnam, students also study how personal memoirs, graphic novels, or poetry create counter-memories. Students approach these and other questions using the rich historical resources of Boston, looking for material history. Explores emergent new technologies of memory, asking how they may shape a future archive. Students produce their own creative historical projects at the end of the course.

IN 130
Exoticism in Literature and Art
4 credits
Explores the history of exoticism, the "charm of the unfamiliar" in literature and art, the specific relationship between the artist or author, the subject, and the intended audience that creates the essence of the "Other" and the fascination with the foreign. Explores colonial fascination with the exotic—foreign landscapes, customs, cultures—in 18th- and 19th-century fiction, nonfiction, painting; contemporary representations of exoticism, including photography and auto exoticism. Students discuss film, television, pornography, and performance art through interdisciplinary written and visual media (literature, painting, photography, advertising).

IN 134
Local Action/Global Change
4 credits
Investigates and analyzes theories and practices that surround key social issues, local issues, and cross-cultural contexts to strengths of community involvement, local resources, and potential for enacting change on global scale. Provides a forum for social problems through a variety of disciplinary lenses, including anthropology, philosophy, political science, and human geography. Project utilizes ethnographic methods to identify issue of interest related to surrounding community. Students engage in participant observation, practice visual and written documentation, critically analyze the problem, and make recommendations for an action plan.

IN 135
Ways of Seeing
4 credits
What does it mean to see? How is meaning made in visual culture? How do paintings, photographs, films, advertising, and new media reflect and shape

how we define ourselves and interact with others? Looks at visual experience, representation from perspectives of philosophy, contemporary cultural studies, interaction between media and global cultures, aesthetics and politics of "seeing" in contemporary society. Combines creative, critical approaches to study of visual culture. Explores classical and modern ways of seeing, language of film and television, advertising, hyper-reality, spectatorship and the gaze, surveillance, and culture of technology.

IN 136
Behind the Headlines: The Culture of International News
4 credits
Examines how news media present the world to the public and affect how the public sees the world. Looks at cultural representation and history through international news as well as the political, technological, and cultural forces behind the shape-making and dissemination of international news. Delineates principles that guide news media in determining the type of information to provide the public. Students learn how public perception of international issues is shaped by words, images, and stories disseminated by news media organizations, and how historical and political context of key international issues is ever-present in the news media today.

IN 138
Staging American Women: The Culture of Burlesque
4 credits
Investigates and traces roles and images of women in vaudeville and burlesque of the late 19th and early 20th centuries and their offshoots. Analyzes cultural contexts, performance contents, ideas about gender performed in burlesque genre, and the powerful role they played in shaping dominant ideologies. Parodies, gender roles and relationships, and the highly controlled social and cultural power of the female form and demeanor forecasted a range of interwoven performative and visual arts designed to elaborate, explore, and exploit American ideologies of sex and gender. Discussions include Ziegfeld girls, pin-up art of Alberto Vargas, and early sexploitation films of Sonney and Freidman.

IN 142
African Civilizations
4 credits
What is Africa? Where is Africa? Who is African? Does Africa end at the coast or include the Islands and the Diaspora? What is the meaning of a white Africa and a black Africa in relation to Western civilizations? If Africa is the cradle of humanity, are we all Africans? Introduces interdisciplinary African studies, considering history, archaeology, anthropology, politics, literature, religion, culture, economics, diasporas, and post-coloniality. Topics include African civilizations, West African writers, filmmakers as African public intellectuals, and critics of colonialism and post-colonialism. Fulfills the General Education Global Diversity requirement.

IN 146
Making Monsters
4 credits
From origins of Western literature to contemporary blockbuster films, the monster has been a cross-genre mainstay of storytelling. Monsters represent culturally specific fears in forms from prehistoric beasts running rampant in the modern world to the terrifying results of scientific experiments gone wrong. Through a broad sampling of fiction, poetry, academic writing in anthropology, history, cultural studies, and narrative and ethnographic films, students develop the understanding that monsters do not emerge from thin air, but are manifestations of racial, sexual, and scientific anxieties. Discusses cultural and historical roots of monsters from Beowulf to Frankenstein.

IN 149
The Myth of the American Frontier
4 credits
Explores the American myth of the "frontier" as "free land," "new beginnings," and a source of antagonism and heartbreak. This mythology of the frontier is a part of our daily lives, from Hollywood

movies to the Marlboro Man, SUVs, and Las Vegas. Looks at the shifting conception of "the frontier" in American life in the 19th and 20th centuries through literature, film, visual arts, advertising, popular and academic histories, historical construction of race, ethnicity, gender, and national identities as they are related to the myth of the American frontier.

IN 150
Creativity in Context
4 credits
Why do people create? Literature, film, art, and psychology provide the conceptual framework for solving the mystery of the creative impulse. What are the hallmarks of the creative personality? Is there a causal relationship between mental illness and artistry? How does the larger community of artists—muses, collaborators, and competitors—inspire an individual creator? Must artists be motivated by a sense of duty to society? Orwell's *Why I Write*, Hemingway's *A Movable Feast*, Plath's journals, and interviews with artists from the Beatles to Joan Didion to Francis Ford Coppola further illuminate the inspirations, motives, and processes of great artists.

IN 151
Ritual and Performance Studies
4 credits
Explores he role of ritual and performance in our lives and in our communities through a variety of modes of inquiry, including reflective and critical reading, journal writing, and ethnography. Students work in groups to gain in-depth knowledge and firsthand experience of ritual and performance in community sites they select for intensive study. Links theory with practice by introducing rich, eclectic, and interdisciplinary theoretical material and applying it to students' practices in ritual and performance.

IN 152
Cultural Constructions of Identity
4 credits
Explores the complex relations among different modalities of identity, focusing on race, ethnicity, gender, sexuality, religion, and nationality. Many individual groups assert their identities without articulating convincing arguments. Indeed, it is often assumed that such individuals need not defend their rights; that one's own identity is a private matter that does not tolerate any intrusion. Bases of belief systems are examined through a variety of interdisciplinary texts that span the fields of literature, cinema, history, sociology, philosophy, and popular culture. Fulfills the General Education U.S. Diversity requirement.

Upper-Level Courses in Interdisciplinary Studies

The Institute for Liberal Arts and Interdisciplinary Studies offers upper-level courses that explore emerging topics in interdisciplinary studies and emphasize the value of multidisciplinary approaches to a range of topics in the liberal arts. All of the upper-level IN courses, except IN 498, fulfill the Interdisciplinary Perspective of the General Education requirements. Following is a list of upper-level courses that are offered by the Institute. Prerequisite for all 200-level courses is sophomore standing. Prerequisite for all 300- and 400-level courses is junior standing.

IN 200
Introduction to Women's and Gender Studies
4 credits
Introduces the interdisciplinary field of women's and gender studies. Topics include "common differences" uniting and dividing women and men; how womanhood has been represented in myth, literature, and media; how gender inequalities have been both explained and critiqued; how gender acquires meaning when connected to race, class, ethnicity, and sexuality; and how to address feminism's historical role in promoting gender studies. Explores central paradox of contemporary thinking: the necessity to make gender both matter and not matter.

IN 201
Community Involvement/Service Learning
4 credits
Students volunteer time and skills from their major to a nonprofit community organization. Engage in critical reflection about experiences through readings, discussion, and reflective analysis. Readings provide concepts, theories from psychology, and social and political science to analyze on-site experiences. Different modes of inquiry include the case study method in psychology, statistical analysis of survey research in political science, and ethnographic fieldwork. Examines the value of different forms of literary and analytical writing in representing and reflecting on service-learning experience and its relationship to social activism.

IN 202
Performance as Cultural Criticism
4 credits
Performance is a mode of communication within and across cultures. Performance is considered from multiple disciplinary perspectives while focusing on ethnographic performance and performance art. Examines a variety of performances that construct and critique culture. Theories of performance are applied to the analysis of a canon of contemporary performance and through the development of performances for class.

IN 203
Post-Colonial Cultures
4 credits
Investigates the historical, socioeconomic, and ideological contexts within which 20th-century post-colonial cultures have been produced and are negotiated. Providing geographical coverage and theoretical frameworks, it examines cultural production from formerly colonized nations. Analyzes primary material and critical contexts within which these materials can be read and understood. Fulfills the General Education Global Diversity requirement.

IN 210
Topics in Global Studies
4 credits
Providing geographical and historical coverage as well as theoretical frameworks, these interdisciplinary courses examine contemporary issues in post-colonial and global studies through local, national, and regional contexts. Courses focus on such issues as globalization, cultural production, politics and power, multiculturalism and identity, and migration and immigration. Past topics include: Arab Uprisings; Race, Class, and Culture in South Africa; and Borders in Contemporary Latin America. May be repeated for credit if topics differ. Fulfills the General Education Global Diversity requirement.

IN 212
Topics in Interdisciplinary Studies
4 credits
Rotating topics explore interdisciplinary fields such as cultural studies, women's and gender studies, and urban studies/civic engagement. May be repeated for credit if topics differ.

IN 223
Blacks, Whites, and Blues
4 credits
Looks at U.S. social history, race relations, and blues culture as a reflection of social change. Explores historical and literary materials relevant to African American social and economic development and white American cultural and oral-expressive nature of African American culture, relationship to social experience, and influence on mainstream American culture. Topics include American social/musical culture, the plantation South, migration, urban adaptation, experience of women, New Deal and 1960s counterculture politics, and influence of blues culture internationally. Fulfills the General Education U.S. Diversity requirement.

IN 226
Nationalism, Multiculturalism, and Identity
4 credits
Surveys debates and controversies about the changing contours of nationalism, multiculturalism, ethnicity, and diaspora in the contemporary world.

It familiarizes students with contemporary debates about nationalism by exploring the articulations between nationality, gender, class, and ethnicity in various geographical locations. Drawing on current theories and concepts, students examine the making and un-making of national identities in the United States, Europe, Africa, and Latin America. Fulfills the General Education Global Diversity requirement.

IN 303
Poetry and Song
4 credits
Integrates two of the most often combined areas of expression: words and music. Brings together perspectives of poetry and musical composition to introduce ways in which these two disciplines combine in theory, history, and practice of classroom exercises. Ends with a concert or "musical evening" presentation of songs written by students. Open to anyone who writes, or aspires to write, songs and/or poetry.

IN 311
Identity and Modern Life
4 credits
Considers many of the most important domains of life—from career, marriage and sexual life, religion, politics, and consumer lifestyles—for the ways in which they post the dilemma of freedom and insecurity. Discusses commodification, postmodernism, individualism, and race/racism through readings of theory, history, and literature, and through biographical interviews with a research subject of the student's choice.

IN 312
Visual Culture: Communications in Context
4 credits
Introduces visual communications theory and design process through history, theory, and studio projects. Analyzes culture of design and complex interrelationships between graphic design and culture at large, and an analytical and critical approach to visual communications. Covers basic communications theories, application to communications problems, evaluation of design solutions, principles of composition in two-dimensional media space, historical context of contemporary design, vocabulary to articulate ideas about visual communication, and process of design and communication problem solving. Semester's work culminates in final portfolio project.

IN 313
Highbrow Meets Lowbrow: James and Faulkner on Stage and Screen
4 credits
The fiction of Henry James and William Faulkner, viewed through the lens of interdisciplinary theories of narrative and cultural capital, reveals how popular performance media are reflected in and shape the work of these literary giants. James and Faulkner are "highbrow" canonical authors in the high art tradition, who also worked in "lowbrow" popular performance genres: James as a playwright and Faulkner as a screenwriter. The fiction of both writers has often been adapted for stage, film, and television.

IN 318
Women, Media, and Globalization
4 credits
Looks at the status of women around the world, especially the effects of globalization on their lives, their access to information, and their ability to make their voices heard in the digital age. Investigates some of the relevant economic, political, and cultural landscapes of globalization, and how these affect women in particular. Readings, expert speakers, and documentaries put a human face on topics covered during the semester. Fulfills the General Education Global Diversity requirement.

IN 319
Feminist Cultural Theory
4 credits
Considers feminist theoretical engagements with culture. Addresses issues that have become central to feminist theorizing, including "the body," "identity and difference," "technoscience," and "the gaze." Through close readings of key texts paired with uses in further theoretical work of these texts, students become familiar with feminist cultural theoretical

work, learning how to read and understand it, as well as how to make use of its interdisciplinary and diverse offerings. The reading, discussion, and writing practices incorporated into the course provide students with a feminist theoretical "toolkit" for engaging with different aspects of culture—from popular culture to technoscience to everyday life.

IN 320
Topics in Key Contemporary Thinkers
4 credits
Focuses on a contemporary thinker (the thinker in focus will rotate each semester) chosen for his or her significance in contributing to theory, promoting new interdisciplinary perspectives, and/or deepening our understanding of key contemporary issues. May be repeated for credit if topics differ.

IN 321
Asian/Pacific Rim Film and Literature
4 credits
Once upon a time, the East conjured images of snake charmers and kung-fu masters. The South Pacific summoned images of endless sun-drenched beaches. These days, Asia and the Pacific Rim also evoke images of IT help, Mumbai Terror attacks, an unstable nuclear arsenal in Pakistan, and the ruined Japanese economy. This course addresses literary and filmic texts that provide new ways of thinking about how transnationalism and cosmopolitanism constitute these spheres. Students consider the possibilities for identities that are transgressive across national, sexual, gendered, ethnic, and racial lines and what this might mean in our globalized and interconnected world. Fulfills the General Education Global Diversity requirement.

IN 322
Global Identity, Local Consumption
4 credits
Globalization is a universal topic of discussion in contemporary politico-economic issues, but it is often one of the most misunderstood terms in debate on an almost daily basis. Students question what globalization means—a more prosperous lifestyle and the spread of Western commodities, culture, and values or "cultural imperialism"—through a discussion of foods, identity, society, and migration. How does the food we eat shape our understandings of the global and the local? What is politico-economic solvency in such a globalizing world? Fulfills the General Education Global Diversity requirement.

IN 323
Global Cities
4 credits
Globalization trends have increasingly influenced the way cities operate. The dispersal of production, expansion of cross-border networks, and extension of telematics integration combine with the concentration of political, economic, and cultural power within places designated "global cities." Recent economic "shocks" to these central nodes of trade, finance, and worldwide government reverberate in the actual experiences of individuals and social groups whose everyday lives are connected to these "global cities." Taking lived experiences, subjugated voices, and spaces of resistance as focal points, this course aims to examine these particular cultural and political productions of "global cities." Fulfills the General Education Global Diversity requirement.

IN 374
Topics in Interdisciplinary Studies
4 credits
Rotating topics explore interdisciplinary fields such as European studies, women's and gender studies, and urban studies/civic engagement. May be repeated for credit if topics differ.

IN 401
The Media and the Holocaust
4 credits
Explores mainstream and alternative media's responses to information about the Holocaust and its aftermath through film, radio, television, and print media. Students speak with Holocaust eyewitnesses and survivors and pursue individual areas of interest with research projects. They consider what the media should be doing today to prevent continuing genocide.

IN 402
Living Art in Real Space: Multidisciplinary Art and the Collaborative Process
4 credits
Examines the development and language of multidisciplinary art from the early 20th century to the present day, with reference to specific artists, trends, and movements. Lectures, slide and video presentations, museum visits, student research, reading, writing, and in-depth experiential processes address how different artistic disciplines inform one another and come together in visual art performance and installations. Culminates in final presentations of multidisciplinary work by student groups documenting and mapping the sources, methods, and process of their collaborations.

IN 403
The Shock of the Old: Representations and Renaissance Culture
4 credits
Themes of identity and difference, meaning and paradox, and accommodation and strife are traced through Renaissance drama, poetry, painting, music, other visual media, and the speculative essay. Explores "period" attempts within these media to formulate vocabularies of representation and affect. Relates one's own interpretive practices and assumptions to the thematics of Renaissance representation through written and oral exercises and examination of modern critical and artistic representations and (re)interpretations of Renaissance texts.

IN 404
The Evolution of Queer Identity: History, Literature, Theory
4 credits
Explores the evolution of queer (gay, lesbian, bisexual, transgender) identity and culture through the lens of historical, literary (fiction, poetry, drama, autobiography), theoretical readings, films, and audio/visual media. Investigates the relationship between these fields and how they intertwine around the complex questions of queer identity and cultural representation. Is homosexuality, as stated by theorists such as Butler and Foucault, primarily a social construct, or is it something more essentialistic, as Dyer and Fuss suggest? Considers the role the arts in general have served in the queer liberation movement worldwide.

IN 405
Moving Out, Moving In
4 credits
Explores process of ethnogenesis, of "becoming American," common to all immigrants in the United States. Analyzes the questions provoked by "moving out" of one's own country and "moving in" to another, the psychosocial journey of moving out and into one's self, one's culture, and one's community. What is identity? What does it mean to be visible? What are the real and imaginary journeys that comprise individual and collective maps of experience? Explores questions in interdisciplinary study and expresses discoveries through multidisciplinary art in a real artistic interaction with children in Boston's Latino community.

IN 406
Queer Dreams: Politics, Culture, and Difference
4 credits
Who or what is queer? How is the term being used to identify ways of living, political goals, social practices, and cultural productions? Is queer a new identity, or does it question the terms of identity itself? How do questions of difference—of race, class, gender, sexuality, embodiment, and geo-cultural location—shift or inflect the meaning of this term, and the ways it is mobilized politically and culturally? Just as the term "queer" has been reclaimed from its negative usage, it has also been taken up and revised in a variety of ways that both extend and transform its meanings. Taking up of theory as a way of dreaming, this course focuses on theoretical work in queer studies, offering students the opportunity to explore new possibilities for thinking and living "queer."

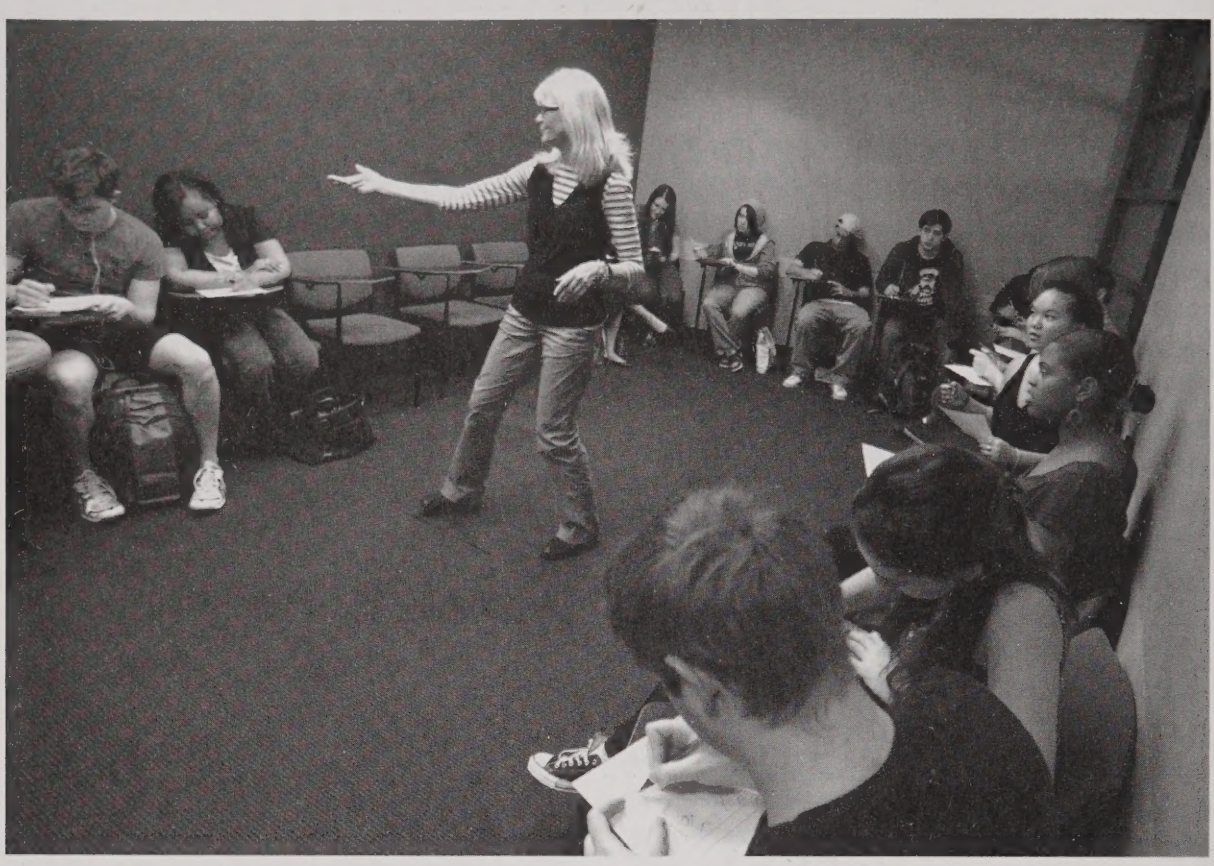
IN 498
Directed Study
4 credits
Individual projects in areas of interdisciplinary study are planned in collaboration with full-time faculty members to meet students' interests not satisfied by existing courses. Students must submit a proposal for study with learning objectives, methods of evaluation, and a bibliography before a directed study is approved. All proposals must be approved in the semester prior to when students plan to complete the directed study. Proposal cannot substitute for a course in the catalogue. Prerequisites: 3.0 GPA and permission of full-time faculty member and dean of liberal arts.

Mandarin Courses

LM 100
Introduction to Mandarin Chinese I
4 credits
Introduces modern Mandarin pronunciation, grammar, vocabulary, and writing, using Chinese characters and Chinese pinyin system, with an emphasis on developing basic skills to read and write modern colloquial Chinese on essential topics such as greetings, dates and times, family, and shopping. The reading and writing skills are taught on the basis of fundamental grammatical patterns and vocabulary in functional contexts. About 350 characters are taught in the first semester.

LM 101
Introduction to Mandarin Chinese II
4 credits
Continues to introduce modern standard Chinese (Mandarin) with an emphasis on developing basic skills to speak, read, and write modern colloquial Chinese. The speaking, reading, and writing skills are taught on the basis of fundamental grammatical patterns and vocabulary in functional contexts in order to help learners build communicative skills as they discuss everyday topics and learn useful sentence structures. Classes are conducted mostly in Mandarin. Work on CD or on the Internet is coordinated with class work. About 350 vocabulary items are introduced in this semester. Prerequisite: LM 100.

Educator Preparation and Licensure Programs



Associate Professor Colby, Institutional Coordinator of Educator Preparation and Title II Coordinator and Educator Preparation Program Director of Performing Arts; Director of Clinical Education Thau, Educator Preparation Program Director of Communication Sciences and Disorders.

Regulations in the Commonwealth of Massachusetts governing educator preparation and licensure specify a two-tiered process. Those with appropriate undergraduate degrees ordinarily receive an Initial License (valid for five years). The Professional License ordinarily requires an appropriate master's degree or the completion of a Performance Assessment Program and other requirements established by the Board of Education. The Professional License is renewable every five years upon completion of the appropriate professional development. Students seeking initial licensure are also required to pass the two-part Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test (CLST) and a Subject Matter Test (SMT).

Academic programs within the Department of Communication Sciences and Disorders and the Department of Performing Arts offer Massachusetts Department of Elementary and Secondary Education-approved programs leading to educator licensure. Through undergraduate study in the Department of Performing Arts, a student may qualify for an Initial License as a Teacher of Theatre (all levels, pre-K through grade 12).

Students in Communication Sciences and Disorders who seek initial licensure as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels, pre-K through grade 12) must complete a master's degree in Communication Disorders in a Massachusetts Department of Elementary and Secondary Education-Approved program. The Professional License requires the completion of the post-master's degree Clinical Fellowship (see the Graduate Catalogue for details).

Students are advised to contact their program advisor and the educator preparation program director in their proposed area of licensure as early as possible for information regarding requirements and appropriate coursework and field placements.

Title II Disclosure

Section 207 of the Higher Education Act mandates that institutions preparing educators for work in schools must disclose the pass rates on state teacher tests for their students during the most recently completed academic year. In Massachusetts, this is the two-part Massachusetts Test for Educator Licensure comprising the Communication and Literacy Skills Test (CLST) and the Subject Matter Test (SMT). For the 2010–2011 academic year, Emerson students in programs that will prepare them for classroom teaching (Teacher of Theatre) had a total pass rate of 100 percent (CLST and SMT). Students in Communication Sciences and Disorders do not take a state-designed subject matter test. Title II data do not include these individuals' CLST scores, as these individuals are not preparing for classroom work.

General Procedures and Requirements for Licensure as a Teacher of Theatre

1. Students must apply for and be accepted into a major program to be considered a degree candidate. Ordinarily, a GPA of 2.7 is required for admission to and retention in Emerson's educator preparation programs. Students should contact the educator preparation program director in the Department of Performing Arts as early as possible (or before the end of the sophomore year) regarding programs and requirements.
2. Ordinarily, a minimum of three semesters of residency is required prior to the student teaching practicum.
3. Students must fulfill the student teaching practicum through Emerson.
4. Students should contact the educator preparation program director in the Department of Performing Arts for guidance in selecting the appropriate education and psychology courses.
5. Teacher candidates must also pass the Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test and the Subject Matter Test (SMT). For information regarding testing times, locations, registration, and fees, consult the educator preparation program director in the Department of Performing Arts.

The Theatre Education faculty offers review sessions for the MTEL exams once each semester. Attendance at one of the review sessions prior to taking the exams is mandatory.

It is recommended that students take the CLST early in their program and take the Theatre Subject Matter Test near the end of their studies, but prior to graduation.

Students who have successfully completed all their course and practicum requirements will be considered program completers and with the passing of both parts of the MTEL will be licensure eligible.

Education Courses

The following list of courses includes those offerings that are needed for students who will be licensed under the regulations governing educator preparation in the Commonwealth of Massachusetts. Students should seek the advice of the educator preparation program director in the Department of Performing Arts before enrolling in any of these courses.

TH 265
Foundations of Education
4 credits
Examines the basis of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives are employed to investigate these issues, including

but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. (Spring semester)

TH 460
Drama as Education I
4 credits
Examines the philosophy behind the teaching of theatre and the use of drama as an educational tool in classroom, workshop, and production settings. Students learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There are 40 hours of pre-practicum work, including observations of area theatre and drama classes from grades pre-K through 12. Course is open to any Performing Arts major and others with permission of instructor. It is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Fall semester)

TH 461
Drama as Education II
4 credits
Students delve more deeply into the philosophy and practice of teaching through drama and theatre. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Course is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 463
Student Teaching Seminar
2 credits
Students concurrently enrolled in TH 465 Student Teaching Practicum also attend this weekly seminar to explore issues, resources, questions, problems, and solutions to the teaching/learning challenges they are facing in their practicum experience. Topics pertinent to beginning teachers, including classroom management strategies and curriculum and lesson plan development, are explored. Students reflect on their teaching experiences and critically examine their current and future roles as classroom instructors. Students will understand the need for a community of teachers and gain a sense of confidence about their teaching skills. Prerequisites: TH 460 and permission of the Theatre Education program director. Co-requisite: TH 465.

TH 465
Student Teaching Practicum
2–10 credits
An 8- to 14-week practicum provides supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their education program sequence. Prerequisites: TH 460 and permission of the Theatre Education program director. Co-requisite: TH 463.

PS 202
Developmental Psychology
4 credits
Explores the stage/age-related physical, cognitive, and psychosocial development of individuals. Topics include physical maturation and sensory-motor development; thinking, reasoning, and language processes; personality growth; social cognition; and interpersonal interaction. Attention is also given to the discussion of contemporary issues in developmental psychology. (Semester varies)

Faculty Emeriti

Philip P. Amato, *Professor Emeritus, Mathematics* (1963–2007); BA, MA, Emerson College; PhD, Michigan State University.

Cynthia Bartlett, *Professor Emerita, Communication Sciences and Disorders* (1985–2011); AB, MA, Indiana University; PhD, University of Pittsburgh.

Joan C. Brigham, *Professor Emerita, Visual and Media Arts* (1971–2002); AB, Pomona College; AM, Harvard University.

Richard Chapin, *President Emeritus; Professor Emeritus, Social Sciences* (1967–1975); SB, MBA, Harvard University; LLD (Hon.), Emerson College.

Kenneth C. Crannell, *Professor Emeritus, Communication* (1957–1999); BA, MA, Emerson College; PhD, Northwestern University.

Thomas Dahill Jr., *Professor Emeritus, Humanities and Social Sciences* (1961–1993); BS, Tufts College; Diploma, Fifth Year Certificate, The School of the Museum of Fine Arts; FAAR, American Academy in Rome; AM (Hon.), Emerson College.

Anthony DeLuca, *Professor Emeritus, History* (1981–2007); BA, Boston College; MA, PhD, Stanford University.

Irma B. DiRusso, *Professor Emerita, Communication Disorders* (1959–1982); BLI, MS in Speech, Emerson College.

Robert L. Hilliard, *Professor Emeritus, Visual and Media Arts* (1985–2008); AB, University of Delaware; AM, MFA, Case Western Reserve University; PhD, Columbia University.

Charles Klim, *Professor Emeritus, Communication Disorders* (1959–1992); BA, MA, Emerson College; PhD, University of Pittsburgh.

Carol Korty, *Professor Emerita, Performing Arts* (1981–1999); AB, Antioch College; MFA, Sarah Lawrence College.

Gerald W. Kroeger, *Professor Emeritus, Mass Communication* (1958–1981); BS, Mankato State College; MS, Ohio Wesleyan University; PhD, Florida State University.

Frances LaShoto, *Professor Emerita, Communication Studies* (1947–1956; 1962–1992); BA, MA, Emerson College.

Charlotte Holt Lindgren, *Professor Emerita, Writing, Literature and Publishing* (1960–1988); AB, AM, PhD, Boston University; AM, (Hon.), Emerson College.

Walter Littlefield, *Professor Emeritus, Communication* (1964–2002); BA, MA, Michigan State University.

David Luterman, *Professor Emeritus, Communication Sciences and Disorders* (1960–2000); BA, Brooklyn College; MS, DEd, Pennsylvania State University.

Albert Malatesta, *Professor Emeritus, Humanities and Social Sciences* (1970–1971; 1973–1997); BS, EdM, DEd, Boston University.

David L. Maxwell, *Professor Emeritus, Communication Sciences and Disorders* (1966–2010); BS, MS, PhD, Southern Illinois University.

Harry W. Morgan, *Professor Emeritus, Performing Arts* (1960–2005); BS in Sp., MS in Sp., Emerson College.

Leonidas A. Nickole, *Professor Emeritus, Performing Arts* (1953–2001); AB, AM, Emerson College; MA, Columbia University.

Theodore E. Romberg, *Professor Emeritus, Philosophy and Religion in the School of Communication, Management and Public Policy* (1970–1999); BFA, University of Nebraska; STB, MTh, Boston University School of Theology; PhD, Boston University.

Stephen Shipps, *Associate Professor Emeritus, Visual and Media Arts* (1971–2012); AB, Dartmouth College; EdD, Harvard University.

Vito N. Silvestri, *Professor Emeritus, Communication Studies* (1964–1995); BS, Indiana State College; MS in Sp., Emerson College; PhD, Indiana University.

Henry J. Stonie, *Professor Emeritus, Social Science* (1957–2002); AB, Northeastern University; BD, Andover Newton Theological School; MA, EdD, Boston University.

Edna M. Ward, *Professor Emerita, Humanities and Social Sciences* (1959–1991); BA, Emerson College; MEd, Tufts University; DEd, Boston College.

Full-Time Faculty

Jonathan Aaron, *Associate Professor, Writing, Literature and Publishing* (1988); BA, University of Chicago; PhD, Yale University.

Debra Acquavella, *Stage and Production Manager-in-Residence, Performing Arts* (2011); BFA, Adelphi University.

Mary Ellen Adams, *Assistant Professor, Performing Arts* (1969); BS, Valparaiso University; MS in Sp., Emerson College.

Benny Ambush, *Senior Distinguished Producing Director-in-Residence, Performing Arts* (2008); BA, Brown University; MFA, University of California, San Diego.

John D. Anderson, *Interim Chair and Associate Professor, Communication Studies* (1989); BA, MA, Baylor University; PhD, The University of Texas at Austin.

William Anderson, *Senior Executive-in-Residence, Marketing Communication* (2003); MBA, The Wharton School, University of Pennsylvania.

Claire Andrade-Watkins, *Associate Professor, Visual and Media Arts* (1982); BA, Simmons College; MA, PhD, Boston University.

Amy Ansell, *Professor, Communication Studies* (2010); BA, University of Michigan; MA, MPhil, PhD, Cambridge University.

Pierre Archambault, *Associate Professor, Visual and Media Arts* (2002); BFA, Tufts University; MFA, The School of the Art Institute of Chicago. (Sabbatical leave for Spring 2013)

Jabari Asim, *Associate Professor, Writing, Literature and Publishing* (2010).

Karl Baehr, *Senior Executive-in-Residence, Marketing Communication* (2004); BA, Stephen F. Austin State University; MA, University of New Mexico; PhD, Regent University.

Elizabeth Baeten, *Associate Professor, Communication Studies* (1990); BA, University of Wisconsin, Green Bay; PhD, State University of New York, Stony Brook.

Amit Bajaj, *Associate Professor, Communication Sciences and Disorders* (2001); MA, University of Delhi, India; PhD, Wichita State University.

Miranda Banks, *Assistant Professor, Visual and Media Arts* (2008); BA, Stanford University; MA, PhD, University of California, Los Angeles. (Pre-tenure leave for Fall 2012)

Anya Belkina, *Assistant Professor, Visual and Media Arts* (2007); BFA, Rhode Island School of Design; MFA, University of California, San Diego.

Melia Bensussen, *Chair and Professor, Performing Arts* (2000); BA, Brown University.

William Beuttler, *Senior Publisher/Writer-in-Residence, Writing, Literature and Publishing* (2006); BA, University of Illinois, Urbana-Champaign; MS, Columbia University.

Sam Binkley, *Associate Professor, Communication Studies* (2003); BA, Empire State College; MA, City University of New York; MA, PhD, New School University.

Harlan Bosmajian, *Assistant Professor, Visual and Media Arts* (2009); BA, Western Washington University; MA, New York University.

Bernard Brooks, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2006); BA, Harvard University; MFA, University of Iowa.

Amelia Broome, *Senior Artist-in-Residence, Performing Arts* (2002); BA, University of West Florida; MFA, Boston University.

Michael Brown, *Assistant Professor, Journalism* (1970); BA, MA, Northeastern University; JD, Suffolk University School of Law.

Christine Casson, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2004); BA, New York University; MA, University of Virginia; MFA, Warren Wilson College.

Claudia Castañeda, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2006); BA, Wellesley College; PhD, University of California, Santa Cruz.

Yu-jin Chang, *Assistant Professor, Writing, Literature and Publishing* (2007); BA, PhD, Yale University.

Ken Cheeseman, *Senior Artist-in-Residence, Performing Arts* (2003); Professional Training, University of Rhode Island; Professional Training, Trinity Repertory Conservatory.

Robert Colby, *Associate Professor, Performing Arts* (1977); BA, University of Michigan; MA, Eastern Michigan University; EdD, Harvard University.

Martie Cook, *Associate Professor, Visual and Media Arts* (2002); BS, MFA, Emerson College. (Sabbatical leave for Fall 2012)

Angela Cooke-Jackson, *Assistant Professor, Communication Studies* (2009); BA, Cedarville University; MS, University of Dayton; MPH, PhD, University of Kentucky.

Thomas Cooper, *Professor, Visual and Media Arts* (1983); BA, Harvard University; MA, PhD, University of Toronto.

Marsha Della-Giustina, *Associate Professor, Journalism* (1977); BA, Russell Sage College; MS, EdD, Boston University.

Lisa Diercks, *Associate Professor, Writing, Literature and Publishing* (2001); BA, Tufts University; MS, Boston University.

William Donoghue, *Associate Professor, Writing, Literature and Publishing* (1997); BA, University of Calgary; MA, McGill University; PhD, Stanford University.

Kathleen Donohue, *Associate Professor, Performing Arts* (1986); BA, University of Texas; MFA, University of Iowa.

Cathryn Edelstein, *Scholar-in-Residence, Communication Studies* (2005); BS, Boston University; MA, New York University.

Timothy Edgar, *Associate Professor, Communication Sciences and Disorders* (2002); BA, Eastern Illinois University; MA, PhD, Purdue University.

David Emblidge, *Associate Professor, Writing, Literature and Publishing* (2003); BA, St. Lawrence University; MA, University of Virginia; PhD, University of Minnesota.

Heather Erickson, *Lecturer, Communication Studies* (2005); BA, University of Nebraska, Lincoln; MFA, Suffolk University.

Robin Riley Fast, *Associate Professor, Writing, Literature and Publishing* (1989); BA, University of California, Berkeley; MA, Hunter College; PhD, University of Minnesota, Twin Cities.

Ken Feil, *Senior Scholar-in-Residence, Visual and Media Arts* (1995); BS, MA, Emerson College; PhD, The University of Texas at Austin.

L. Marc Fields, *Associate Professor, Visual and Media Arts* (2006); AB, Princeton University; MFA, New York University.

Maria Flook, *Senior Distinguished Writer-in-Residence, Writing, Literature and Publishing* (2001); BA, Roger Williams College; MFA, University of Iowa.

Peter Flynn, *Senior Scholar-in-Residence, Visual and Media Arts* (1998); BA, Dublin City University; MA, University College, Dublin.

John Craig Freeman, *Associate Professor, Visual and Media Arts* (2002); BA, University of California, San Diego; MFA, University of Colorado, Boulder.

Donald Fry, *Associate Professor, Visual and Media Arts* (1986); BA, MA, Bowling Green State University; PhD, The Ohio State University.

Linda Gallant, *Assistant Professor, Communication Studies* (2007); BSJ, MA, Suffolk University; PhD, University of Nebraska, Lincoln.

Daniel Gaucher, *Associate Professor, Visual and Media Arts* (2005); BA, University of New Hampshire; MFA, Massachusetts College of Art.

John Gianvito, *Associate Professor, Visual and Media Arts* (2003); BFA, California Institute of the Arts; MS, Massachusetts Institute of Technology.

Phillip Glenn, *Professor, Communication Studies* (2001); BA, The University of Texas at Austin; MA, University of North Carolina, Greensboro; PhD, The University of Texas at Austin.

Jonathan Goldberg, *Musical Director, Performing Arts* (2010); BA, Brandeis University.

Flora M. González, *Professor, Writing, Literature and Publishing* (1986); BA, California State University, Northridge; MA, Pennsylvania State University; PhD, Yale University.

Eric Gordon, *Associate Professor, Visual and Media Arts* (2004); BA, University of California, Santa Cruz; PhD, University of Southern California.

Ruth Grossman, *Assistant Professor, Communication Sciences and Disorders* (2009); BS, MS, PhD, Boston University. (Pre-tenure leave for Spring 2013)

Ted Gup, *Professor, Journalism* (2009); BA, Brandeis University; JD, Case Western Reserve University School of Law. (Professional leave for 2012–2013)

Lise Haines, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2002); BA, Syracuse University; MFA, Bennington College.

Mary Harkins, *Associate Professor, Performing Arts* (1975); BA, St. Mary-of-the-Woods College; MA, Tufts University; PhD, Boston College.

DeWitt P. Henry, *Professor, Writing, Literature and Publishing* (1983); AB, Amherst College; MA, PhD, Harvard University.

J. Ted Hewlett, *Senior Artist-in-Residence, Performing Arts* (2004); BA, University of California, Irvine; MFA, Brandeis University.

Sarah Hickler, *Associate Professor, Performing Arts* (1999); BFA, Massachusetts College of Art; MFA, Boston University.

Steven Himmer, *Lecturer, Writing, Literature and Publishing* (2008); BA, University of Massachusetts Amherst; MFA, Emerson College.

Richard Hoffman, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2001); BA, Fordham University; MFA, Goddard College.

J. Edwin Hollingworth Jr., *Associate Professor, Communication Studies* (1963); BA, Dartmouth College; MA, Emerson College.

Jon Honea, *Scientist-in-Residence, Communication Sciences and Disorders* (2009); BA, University of Arkansas; MA, Portland State University; PhD, University of Washington.

Angela Hosek, *Assistant Professor, Communication Studies* (2010); BA, MA, Texas State University–San Marcos.

Roger House, *Associate Professor, Journalism* (2000); BA, Columbia University; MA, PhD, Boston University.

Donald Hurwitz, *Interim Chair and Associate Professor, Marketing Communication* (2010); BA, Sarah Lawrence College; PhD, University of Illinois.

Hassan Ildari, *Assistant Professor, Visual and Media Arts* (2009); BFA, University of Bridgeport; MFA, American Film Institute. (Pre-tenure leave for Spring 2013)

Vinoth Jagaroo, *Associate Professor, Communication Sciences and Disorders* (2003); BA, MA, University of Natal, South Africa; PhD, Boston University.

Patrick Johnson, *Lecturer, Communication Studies* (2007); BS, MA, Northwest Missouri State University.

Timothy Jozwick, *Associate Professor, Performing Arts* (1985); BA, St. Vincent College; MFA, Carnegie Mellon University.

Roy Kamada, *Associate Professor, Writing, Literature and Publishing* (2006); BA, University of Oregon; MFA, University of Virginia; PhD, University of California, Davis.

Daniel Kempler, *Professor, Communication Sciences and Disorders* (2002); BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles. (Sabbatical leave for Spring 2013)

Joseph Ketner, *Lois and Henry Foster Chair in Contemporary Art Theory and Practice, Distinguished Curator-in-Residence, Visual and Media Arts* (2008); BA, MA, Indiana University.

Fredericka King, *Senior Music Historian-in-Residence, Performing Arts* (2008); BM, Boston Conservatory; MM, New England Conservatory.

Tom Kingdon, *Associate Professor, Visual and Media Arts* (1994); MA, University of Birmingham, England.

Brooke Knight, *Associate Professor, Visual and Media Arts* (2002); BA, Davidson College; MFA, California Institute of the Arts.

Cher Knight, *Associate Professor, Visual and Media Arts* (2002); BA, Rutgers University; MA, New York University; MA, City University of New York; PhD, Temple University.

Janet Kolodzy, *Associate Professor, Journalism* (1999); BSJ, MSJ, Northwestern University.

Cristina Kotz Cornejo, *Associate Professor, Visual and Media Arts* (2001); BA, University of Southern California; MA, Antioch College; MFA, New York University.

Maria Koundoura, *Associate Professor, Writing, Literature and Publishing* (1993); BA, MA, University of Melbourne; PhD, Stanford University.

Mary Kovaleski Byrnes, *Lecturer, Writing, Literature and Publishing* (2011); BA, Mary Washington College; MFA, Emerson College.

Scott LaFeber, *Associate Professor, Performing Arts* (2005); BA, Colgate University; MFA, The University of Texas at Austin.

Diane Lake, *Associate Professor, Visual and Media Arts* (2006); BFA, Drake University; MA, University of Massachusetts Amherst.

Gerald F. Lanson, *Associate Professor, Journalism* (1999); BA, Haverford College; MA, University of Missouri.

Joanne Lasker, *Associate Professor, Communication Sciences and Disorders* (2012); BA, Wesleyan University; MA University of Massachusetts Amherst; PhD, University of Nebraska.

Mark Leccese, *Assistant Professor, Journalism* (2003); BA, University of Massachusetts Amherst; MA, Boston College.

Di-nin Lee, *Assistant Professor, Visual and Media Arts* (2012); BA, University of California, Berkeley; MA, Williams College; PhD, Stanford University.

Kristin Lieb, *Assistant Professor, Marketing Communication* (2007); BA, Syracuse University; MBA, Northeastern University; PhD, Syracuse University.

Theodore Reggie Life, *Distinguished Director-in-Residence, Visual and Media Arts* (2011); BA, Tufts University; PGD, University of Ibadan, Nigeria; MFA, New York University.

Margot Livesey, *Distinguished Writer-in-Residence, Writing, Literature and Publishing* (1996); BA, University of York, England.

Gian Lombardo, *Senior Publisher-in-Residence, Writing, Literature and Publishing* (2001); BA, Trinity College; MA, Boston University.

Anthony Lowrie, *Associate Professor, Marketing Communication* (2012); DipM, Chartered Institute of Marketing; BA, MA, Trinity College; MBA, Oxford Brookes University; PhD, Judge Business School.

Rhiannon Luyster, *Assistant Professor, Communication Sciences and Disorders* (2012); BA, Wesleyan University; MEd, Boston College; PhD, University of Michigan.

James Macak, *Associate Professor, Visual and Media Arts* (2006); BA, University of Akron; MFA, Yale School of Drama.

Christina Marin, *Assistant Professor, Performing Arts* (2010); BS, Northwestern University; PhD, Arizona State University.

Tamera Marko, *Lecturer, Writing, Literature and Publishing* (2008); BS, Pepperdine University; MA, PhD, University of California, San Diego.

Megan Marshall, *Assistant Professor, Writing, Literature, and Publishing* (2007); AB, Harvard University.

Craig Mathers, *Assistant Professor, Performing Arts* (2007); BA, Bates College; MFA, Yale School of Drama.

Gail Mazur, *Senior Distinguished Writer-in-Residence, Writing, Literature and Publishing* (1996); BA, Smith College; MA, Lesley College.

Eileen McBride, *Scholar-in-Residence, Communication Sciences and Disorders* (2005); MS, Queen's University, Belfast; PhD, City University, London.

Robbie McCauley, *Professor, Performing Arts* (2000); BA, Howard University; MA, New York University.

Kim McLarin, *Assistant Professor, Writing, Literature and Publishing* (2003); AB, Duke University.

Tracy McLauglin-Volpe, *Assistant Professor, Communication Sciences and Disorders* (2007); BA, MA, Paedagogische Hochschule Heidelberg; PhD, State University of New York, Stony Brook.

Pablo Medina, *Professor, Writing, Literature and Publishing* (2009); AB, MA, Georgetown University.

Maurice Methot, *Associate Professor, Visual and Media Arts* (2000); MA, Brown University.

Paul Mihailidis, *Assistant Professor, Marketing Communication* (2011); BA, University of Massachusetts; MPhil, Stirling University; PhD, University of Maryland.

Alisa Morgan, *Faculty-in-Residence, Communication Sciences and Disorders* (2009); BS, University of Massachusetts Amherst; MS, University of Wisconsin, Madison; PhD, University of Kansas.

Cara Moyer-Duncan, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2010); BA, University of California, Santa Barbara; MPS, Cornell University.

Pablo Muchnik, *Associate Professor, Communication Studies* (2010); BA, Universidad de Buenos Aires; MA, PhD, New School University.

Yasser Munif, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2011); BS, MS, University of Balamand.

Bethany Nelson, *Theatre Educator-in-Residence, Performing Arts* (2010); BS, Emerson College; MEd, Harvard University.

Paul Niwa, *Interim Chair and Associate Professor, Journalism* (2001); BA, University of California, Riverside; MS, Columbia University.

Robert Orchard, *Stephen Langley Chair in Theatre Management and Production, Performing Arts* (2009); BA, Middlebury College; MFA, Yale University.

William Orem, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2007); BA, Hampshire College; MFA, PhD, Indiana University.

Wyatt Oswald, *Interim Chair and Associate Professor, Communication Sciences and Disorders* (2006); BA, Dartmouth College; MS, PhD, University of Washington.

Pamela Painter, *Professor, Writing, Literature and Publishing* (1987); BA, Pennsylvania State University; MA, University of Illinois.

Jon Papernick, *Senior Writer-in-Residence, Writing, Literature and Publishing* (2007); BA, York University; MFA, Sarah Lawrence College.

Emmanuel Paraschos, *Professor, Journalism* (1998); BJ, MA, PhD, University of Missouri.

Elizabeth Parfitt, *Lecturer, Writing, Literature and Publishing* (2007); BA, Pennsylvania State University; MFA, Emerson College.

Robert Patton-Spruill, *Senior Director-in-Residence, Visual and Media Arts* (2007); BA, MS, Boston University.

J. Gregory Payne, *Associate Professor, Communication Studies* (1983); BA, MA, University of Illinois; MPA, Kennedy School of Government, Harvard University; PhD, University of Illinois.

Jane Pierce Saulnier, *Lecturer, Communication Studies* (2012); BSSp, MA, Emerson College.

Scott Pinkney, *Associate Professor, Performing Arts* (2004); BFA, Boston University.

Joshua Polster, *Assistant Professor, Performing Arts* (2007); BS, MA, Ohio University; PhD, University of Washington.

Douglas Quintal, *Senior Executive-in-Residence, Marketing Communication* (2000); BA, Bates College; MA, Emerson College.

Nejem Raheem, *Assistant Professor, Marketing Communication* (2009); BA, Bennington College; MA, PhD, University of New Mexico. (Pre-tenure leave for Fall 2012)

Kathryn Ramey, *Associate Professor, Visual and Media Arts* (2004); BA, Evergreen State College; MFA, PhD, Temple University.

Ladette Randolph, *Director and Editor-in-Chief of* Ploughshares *and Distinguished Publisher-in-Residence* (2009); BA, MA, PhD, University of Nebraska, Lincoln.

Frederick Reiken, *Professor, Writing, Literature and Publishing* (1999); BA, Princeton; MFA, University of California, Irvine.

Linda Reisman, *Distinguished Producer-in-Residence, Visual and Media Arts* (2010); BFA, Antioch College; MFA, San Francisco Art Institute.

Tim Riley, *Assistant Professor, Journalism* (2009); BM, Oberlin Conservatory; MM, Eastman School of Music.

Cindy Rodriguez, *Journalist-in-Residence, Journalism* (2011); BA, The City College of New York; MS, Columbia University.

Jan Roberts-Breslin, *Professor, Visual and Media Arts* (1990); BA, University of Delaware; MFA, Temple University.

Melinda B. Robins, *Associate Professor, Journalism* (1996); BA, University of Bridgeport; MA, University of Wisconsin, Madison; PhD, University of Georgia. (Sabbatical leave for Fall 2012)

John Rodzvilla, *Electronic Publisher-in-Residence, Writing, Literature and Publishing* (2009); BA, Skidmore College.

Magda Romanska, *Associate Professor, Performing Arts* (2006); BA, Stanford University; MA, PhD, Cornell University.

James Rowean, *Senior Executive-in-Residence, Marketing Communication* (2004); BA, Boston College; MA, Michigan State.

Robert Sabal, *Associate Professor, Visual and Media Arts* (1997); BS, MFA, Northwestern University. (Professional leave for 2012–2013)

Eiki Satake, *Associate Professor, Communication Sciences and Disorders* (1988); BA, University of California; EdM, MS, EdD, Columbia University.

Eric Schaefer, *Associate Professor, Visual and Media Arts* (1992); BA, Webster University; MA, PhD, The University of Texas at Austin.

Murray M. Schwartz, *Professor, Writing, Literature and Publishing* (1997); BA, University of Rochester; MA, PhD, University of California, Berkeley.

Michael E. Selig, *Associate Professor, Visual and Media Arts* (1986); BS, MA, University of Texas; PhD, Northwestern University.

Peter Seronick, *Executive-in-Residence, Marketing Communication* (2008); AA, Dean College; BS, Emerson College.

Jane M. Shattuc, *Professor, Visual and Media Arts* (1989); BA, Indiana University; MA, PhD, University of Wisconsin, Madison.

Lauren R. Shaw, *Professor, Visual and Media Arts* (1972); BVA, Georgia State University; MFA, Rhode Island School of Design.

Maureen Shea, *Professor, Performing Arts* (1988); BA, Clark University; MA, University of Connecticut; PhD, The Ohio State University.

James L. Sheldon, *Associate Professor of Visual and Media Arts* (1996); BA, Cornell University; MS, Massachusetts Institute of Technology.

Diana Sherry, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2012); BS, University of New Mexico; PhD, Harvard University.

Carole Simpson, *Senior Leader-in-Residence, Journalism* (2007); AB, University of Illinois.

John Skoyles, *Professor, Writing, Literature and Publishing* (1994); BA, Fairfield University; MA, MFA, University of Iowa.

Tulasi Srinivas, *Associate Professor, Communication Studies* (2007); BA, Bangalore University; MA, University of Southern California; PhD, Boston University.

Jean Stawarz, *Associate Professor, Visual and Media Arts* (1999); BS, Boston University; MFA, Goddard College.

Douglas Struck, *Journalist-in-Residence, Journalism* (2009); BA, Pennsylvania State University.

Stephen Terrell, *Senior Artist-in-Residence, Performing Arts* (2003).

Keri Thompson, *Lecturer, Communication Studies* (20121); BS, Bradley University; MA Pepperdine University; PhD, University of Texas.

Daniel E. Tobin, *Professor, Writing, Literature and Publishing* (2002); BA, Iona College; MTS, Harvard University; MFA, Warren Wilson College; PhD, University of Virginia.

Mirta Tocci, *Senior Artist-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2001); MA, Instituto Beato Angelico in Buenos Aires.

Robert Todd, *Associate Professor, Visual and Media Arts* (2000); BA, Tufts University; BFA, School of the Museum of Fine Arts; MFA, Tufts University.

Jessica Treadway, *Professor, Writing, Literature and Publishing* (1998); BA, State University of New York, Albany; MA, Boston University.

John Trimbur, *Professor, Writing, Literature and Publishing* (2007); BA, Stanford University; MA, PhD, State University of New York, Buffalo.

Paul Turano, *Assistant Professor, Visual and Media Arts* (2006); BA, Hampshire College; MFA, Massachusetts College of Art.

Amy Vashlishan Murray, *Assistant Professor, Communication Sciences and Disorders* (2009); BA, College of Holy Cross; PhD, Harvard University. (Pre-tenure leave for Spring 2013)

Bradford Verter, *Historian-in-Residence, Journalism* (2008); BA, Columbia University; MA, PhD, Princeton University.

Thomas G. Vogel, *Associate Professor, Marketing Communication* (2002); BS, University of Applied Sciences for the Printing and Media Industries, Stuttgart; BFA, MFA, Academy of Fine Arts, Stuttgart.

Jonathan Wacks, *Chair and Professor, Visual and Media Arts* (2010); BA, Essex University; MFA, UCLA.

Jerald Walker, *Chair and Associate Professor, Writing, Literature and Publishing* (2010); BA, MFA, PhD, University of Iowa.

Wendy Walters, *Associate Professor, Writing, Literature and Publishing* (1999); BA, Brown University; MA, University of Pennsylvania; PhD, University of California, San Diego.

Shujen Wang, *Associate Professor, Visual and Media Arts* (1998); BA, The Chinese Culture University, Taiwan; MS, Indiana University; PhD, University of Maryland, College Park. (Sabbatical leave for Spring 2013)

Cathy Waters, *Senior Executive-in-Residence, Marketing Communication* (2007); BS, University of Vermont; MBA, Boston College.

Daniel Weaver, *Senior Publisher/Editor-in-Residence, Writing, Literature and Publishing* (2007); BA, Earlham College.

Michael Weiler, *Associate Professor, Communication Studies* (1989); BS, University of Utah; MA, PhD, University of Pittsburgh. (Sabbatical leave for Spring 2013)

Richard West, *Professor, Communication Studies* (2008); BA, MA, Illinois State University; PhD, Ohio State University.

William Scott Wheeler, *Professor, Performing Arts* (1989); BA, Amherst College; MFA, PhD, Brandeis University.

Douglas Whynott, *Associate Professor, Writing, Literature and Publishing* (2000); BA, MFA, University of Massachusetts Amherst. (Sabbatical leave for 2012–2013)

Erika Williams, *Senior Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2005); BA, Wellesley College; MA, PhD, University of Pennsylvania.

Marlena Yannetti, *Senior Dancer-in-Residence, Performing Arts* (1982); BS, Boston University.

J. Stephen Yarbrough, *Professor, Writing, Literature and Publishing* (2009); BA, MA, University of Mississippi; MFA, University of Arkansas.

Mako Yoshikawa, *Associate Professor, Writing, Literature and Publishing* (2005); BA, Columbia University; MPhil, Oxford University; ABD, University of Michigan.

Seounmi Han Youn, *Associate Professor, Marketing Communication* (2003); BS, MA, Korea University; PhD, University of Minnesota.

(as of June 2012)

Part-Time Faculty

Michelle Abadia, *Part-Time Faculty, Writing, Literature and Publishing* (2008); BA, Boston College; MA, Tufts University, MM, New England Conservatory.

David Akiba, *Part-Time Faculty, Visual and Media Arts* (1993); BA, University of Massachusetts Amherst; MFA, Rhode Island School of Design.

Jane Akiba, *Part-Time Faculty, Visual and Media Arts* (1999); BS, Boston University.

Nicole Ames, *Part-Time Faculty, Marketing Communication* (2012).

William Anderson, *Part-Time Faculty, Visual and Media Arts* (2008); BA, University of California, Los Angeles.

Paul Anskat, *Part-Time Faculty, Communication Studies* (2011); BA, Providence College; MA, University of Massachusetts Boston.

Joe Antoun, *Part-Time Faculty, Performing Arts* (2001); BS, The Pennsylvania State University; MA, Emerson College.

William Apotheker, *Part-Time Faculty, Journalism* (2009); BA, University of Massachusetts Amherst; MA, Emerson College.

Amy Aroopala, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2009); BS, Houston Baptist University; MA, University of Houston.

Morgan Baker, *Part-Time Faculty, Writing, Literature and Publishing* (1985); BA, Vassar College; MA, Emerson College.

John Barnard, *Part-Time Faculty, Writing, Literature and Publishing* (2004); BA, Yale University; MA, Johns Hopkins University.

Michael Beaudet, *Part-Time Faculty, Journalism* (2009); BS, Emerson College; MA, Northeastern University.

Jeffrey Bellows, *Part-Time Faculty, Communication Studies* (2010); BS, Boston College; MA, Emerson College.

Thomas Benner, *Part-Time Faculty, Journalism* (2011); BA, Richard Stockton College of New Jersey.

Michael Bent, *Part-Time Faculty, Writing, Literature and Publishing* (1988); BS, Emerson College.

MaryEllen Beveridge, *Part-Time Faculty, Writing, Literature and Publishing* (1988); BA, Southern Connecticut State University; MA, Middlebury College; MFA, University of Iowa.

Gaynor Blandford, *Part-Time Faculty, Writing, Literature and Publishing* (1989); BA, University of York, England; MA, Purdue University; PhD, Tufts University.

Brynna Bloomfield, *Part-Time Faculty, Performing Arts* (2003); BFA, School of Visual Arts, New York; MFA, Brandeis University.

Karen Bordeleau, *Part-Time Faculty, Journalism* (2000); BA, Northeastern University; MA, University of Rhode Island.

William Broadway, *Part-Time Faculty, Journalism* (2011); BA, Furman University; MA, University of South Carolina; AM, University of Chicago.

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Jorge Coronado, Crew Chief
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Suzanne Iacobucci, BS; Film Center Manager
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Cheryl Lustenberger, BS; Assistant Manager, Tufte PPC TV Studios

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Timothy McKenna, MA; Equipment Distribution Center Manager
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Lisa Sene, MA; Assistant Manager, Equipment Distribution Center
Joseph Sweeney, AS; Director of Engineering
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Lacey Klingensmith, BA; Administrative Assistant
Leonard Manzo; Director of Production and Safety
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*as of May 2012

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*as of May 2012

Policy Statements

Accreditation

Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, MA 01890; 617-729-6762.

Notice Regarding the Contents of this Catalogue

Emerson College attempts to ensure that the material published in this catalogue is accurate at the time of publication. However, the information contained in this catalogue does not constitute a contract between the College and its students. Emerson College reserves the right to correct or change any provision or requirement in this catalogue at any time. The College specifically reserves the right to change its tuition rates and other financial charges. The College also specifically reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:
Office of Academic Affairs
Emerson College
120 Boylston Street
Boston, MA 02116-4624

Statement of Nondiscrimination

Emerson College admits qualified students of any race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity, age, or disability to all of the rights, privileges, programs, facilities, and activities generally accorded or made available to students at the College. Emerson College does not unlawfully discriminate on the basis of race, color, religious beliefs, national and ethnic origin, sex, sexual orientation, gender identity, age, disability, or any other category protected by law, in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other College-administrated programs or facilities. Individuals with questions or concerns about the College's nondiscrimination policy may contact the College's associate vice president for human resources and affirmative action at Emerson College, 120 Boylston Street, Boston, MA 02116-4624, 617-824-8580.

Massachusetts General Laws provide that any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon

such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

Students' Right to Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law governing access to student educational records. FERPA requires that, with certain exceptions set forth in the statute, the College must maintain the confidentiality of student educational records. In addition, FERPA requires the College to have a written institutional policy governing educational records and to make available to students the College's statement of adopted procedures concerning the privacy of students' educational records. FERPA further requires that the College permit students access to their own educational records in accordance with law.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

FERPA Definition of Records

FERPA defines education records as any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that contains information directly related to a student and that are maintained by Emerson College or a person acting for the College. A student is any individual who is or has been in attendance at the College. A student's attendance commences upon the individual's acceptance of admission and payment of the required deposit. The term "education record" does not include:

- Records of instructional, supervisory, and administrative personnel, and educational personnel ancillary thereto that are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- Records concerning a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice;

- Records of students as employees unless the employment results from the employee's status as a student; and
- Alumni records (records that are created or received by the College after an individual is no longer a student and that are not directly related to the individual's attendance as a student).

Access to Records

FERPA-permitted disclosures include, but are not limited to, disclosures to College officials with legitimate educational interests, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, parents of a student who is their "dependent" for federal tax purposes, and persons in connection with a health or safety emergency. The College's decision to release information that is covered by a FERPA exception is discretionary with the College. Emerson College will also release information in compliance with a judicial order or lawfully issued subpoena. In most cases, the College will make a reasonable attempt to notify the student of the order or subpoena in advance of compliance at the student's last known address.

A "school official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College

As required by federal law, the College may also respond to requests for information under the Solomon Amendment, the USA Patriot Act, and the Violent Crime Control and Law Enforcement Act of 1994 by disclosing education records to parties authorized to collect such information under those laws.

Disclosure of Education Records with Student's Consent

The College will disclose a student's education records at a student's request when the College receives a signed and dated written consent from the student that specifies (i) the records that may be disclosed; (ii) the purpose for which they may be disclosed; and (iii) the persons or classes of persons to whom they may be disclosed. The College will comply with requests only after using reasonable methods to identify and authenticate the identity of the student and the designated recipients of the education records.

Directory Information

At its discretion, the College may provide Directory Information in accordance with the provisions of the Act to include: Name, Local Address, Permanent Address, Name of Parent(s)/Guardian(s), Local Phone Number, Dates of Attendance, Degrees Earned, Dates of Degrees, Awards/Honors/Scholarships, Majors, Sports and Activities, Height and Weight of Members of Athletic Teams, Advisor, Minors, and Computer User Name. It should be known that it is the College's choice to release information, and careful consideration is given to all requests to insure that the information is not released indiscriminately. A student may withhold all Directory Information by notifying the Registrar's Office in writing. Requests for non-disclosure will be honored by the institution until the Registrar's Office is notified in writing by the student to remove the action.

Review Process

FERPA provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit

explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unacceptable. The College has designated to the Registrar's Office the responsibility of coordinating the inspection and review procedures for student education records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Records covered by FERPA will be made available within 45 days of the request. All documents will be reviewed in the presence of a designated official. Students may obtain copies of documents contained in the College education records unless a financial hold exists, the document involves another person, or the student has waived his or her right to access. Copies will be provided at the student's expense.

Restricted Information

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the institution will permit access only to the part of the record which pertains to the inquiring student. The institution is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Challenge Procedures

A student who believes that his or her education records contain information that is inaccurate or misleading or otherwise in violation of his or her privacy or other rights may discuss the problem informally with the Registrar. If the Registrar agrees that the records should be modified, appropriate adjustments to the records in dispute will be made.

If the Registrar determines that the records should not be adjusted, the student will be so notified and will simultaneously be informed of the right to a formal hearing. A request for a formal hearing must be made in writing to the Registrar who, within a reasonable period of time after receiving such request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues related to the student's request for modification and may be assisted or represented by a person of the student's choice. A hearing panel will consist of the vice president for administration and finance, the Registrar, two faculty members selected by the Faculty Assembly, and two student members selected by the Student Government. No member of the hearing panel may have a direct interest in the outcome of the hearing.

Decisions of the hearing panel will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions. The panel will provide copies of its determinations to all parties involved. Decisions of the panel are final and may not be appealed. If the panel decides in favor of the student's request, the education records will be corrected or amended accordingly. If the panel decides in favor of the office whose records are disputed, the student may place with the education record statements addressing the disputed information in the records or statements setting forth any reasons for the student's disagreement with the panel's determinations. Such statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the College has violated the student's right under the Family Education Rights and Privacy Act. Additionally, the Family Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation

"when no complaint has been filed or a complaint has been withdrawn." Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Revisions, clarification, and changes to this policy may be made, at any time, in the discretion of the College and without prior notice.

Annual Notification

Students will be notified of their FERPA rights annually by publication in the Student Handbook, Academic Catalogue, and the Registrar website: *emerson.edu/registrar*.

Types, Locations, and Custodians of Education Records

Following is a list of the types of records that the College maintains, their locations, and their custodians.

Admission Records
Office of Undergraduate Admission
120 Boylston Street, 5th Floor
Custodian: Vice President for Enrollment

Cumulative Academic Records
Registrar's Office
216 Tremont Street, 2nd Floor
Custodian: Registrar

Health Records
Center for Health and Wellness
216 Tremont Street, 3rd Floor
Custodian: Director of the Center for Health and Wellness

Financial Aid Records
Financial Aid Office
216 Tremont Street, 4th Floor
Custodian: Director of Student Financial Aid

Financial Records
Student Accounts Office
216 Tremont Street, 4th Floor
Custodian: Director of Student Accounts

Placement Records
Career Services
216 Tremont Street, 6th Floor
Custodian: Director of Career Services

Progress Records or Advising Records
Faculty Office, Individual Offices, or Advising Center
216 Tremont Street, 6th Floor
Custodian: Instructor, Advisor

Disciplinary Records
Office of the Dean of Students
Campus Center
150 Boylston Street, 2nd Floor
Custodian: Dean of Students

Policy, Practices, and Procedures Regarding Students with Disabilities

Emerson College is committed to providing equal access to its academic programs and College-sponsored activities to all qualified students with disabilities. While upholding this commitment, we maintain the high standards of achievement that are essential to the College's programs and services. In advancing these dual aims, we ensure that the College's policies, practices, and procedures conform to federal and state statutes and regulations. Our philosophy is that students are independent and self determined and that students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions.

Governing Law (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, as Amended in 2009)

Two federal statutes govern the rights of individuals with disabilities and apply to students with disabilities attending Emerson College. Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability may be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives federal financial aid. The Americans with Disabilities Act, as amended in 2009 (ADA) defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an

impairment, or (3) is perceived by others as having such an impairment. The ADA applies to Emerson College, both as a place of public accommodation and as an employer. Taken together, Section 504 and the ADA require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities.

Rights and Responsibilities of Students with Disabilities

Emerson students with disabilities (as defined under the ADA) have the right to the following:

- Equal access to the College's programs, activities, and services
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services that they may need to have equal access to the College's programs, activities, and services
- Appropriate confidentiality of information concerning their disability as required by federal and state law
- Reasonably accessible and available information concerning the College's disability services

Emerson students with disabilities have the responsibility to do the following:

- Meet the College's qualifications and maintain essential technical, academic, and institutional standards
- Inform the College's Disability Services Office (DSO) if they require an accommodation to have equal access to any of the College's programs, activities, or services
- Provide the DSO with appropriate documentation indicating how their disability limits their participation in any of the College's programs, activities, and services
- Follow the DSO's procedures for requesting and obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Rights and Responsibilities of the College

Emerson College has the right to do the following:

- Maintain the College's academic standards
- Enforce the College's Code of Conduct
- Request and receive appropriate documentation supporting students' requests for accommodation, academic adjustments, and/or auxiliary aids and services
- Defer action on a student's request for accommodation until the student provides appropriate documentation supporting the requested accommodation(s)
- Offer students the most cost-effective accommodations, academic adjustments, and/or auxiliary aids and services that are responsive to the student's particular needs
- Decline to provide an accommodation that would require a waiver or alteration of an essential element of a course or program, provided that the appropriate academic officer or department chair first identifies the course or program's essential elements and concludes that the requested accommodation is incompatible with the essential elements of the course or program
- Refuse to provide a requested accommodation, adjustment, and/or auxiliary aid and service, if providing the requested accommodation would impose an undue burden on the College

Emerson College has the responsibility to do the following:

- Provide information to students concerning the resources and services available for students with disabilities and provide that information in accessible formats upon request
- Ensure that the College's programs, activities, and services, when viewed in their entirety, are accessible to qualified students with disabilities in an integrated and appropriate setting
- Work with students who request accommodations to identify reasonable and effective accommodations for each student's needs within the context of a particular course, service, or program's essential elements
- Respond to all requests for accommodation in a timely manner
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities

- Maintain appropriate confidentiality of the student's documentation, records, and communications in accordance with federal and state law

Process for Making Accommodation Requests

Emerson's Disability Services Office offers services to qualified students with documented physical, medical, visual, hearing, learning, or psychiatric disabilities. The director for disability services is the College's primary contact person for all students with disabilities.

Although the College does not require Emerson students with disabilities to register with the DSO, students must contact the DSO if they choose to request an accommodation or if they would like to take advantage of the DSO's services. When making requests for accommodations, students should remember that it takes time for the College to arrange accommodations. Therefore, if a student's requests are not made in a timely manner, the College cannot guarantee that accommodations will be provided when needed. For example, the College requires sufficient time to arrange for accommodations such as sign language interpreters and texts in alternative formats. When requesting extended time for examinations, students should note that professors often need to know about this need for test accommodations early in the semester so alternative arrangements can be made in advance of any exams.

Students who request accommodations will be asked to provide the DSO with recent and appropriate documentation of their disability and the reason(s) their requested accommodation is necessary. A qualified professional must prepare the documentation. Specific guidelines for preparing and submitting appropriate documentation can be found at *emerson.edu/disability-services*. The College reserves the right to determine the adequacy of the documentation and may request additional assessments. The DSO staff, along with staff in the Counseling Center and/or the Center for Health and Wellness, will review the student's request and documentation in order to make decisions about accommodations and services. Students must meet with the DSO to obtain the outcome of the review and discuss their accommodations, and they will be informed in writing of the decision, as well as of their right to appeal the decision. Policies, procedures, and responsibilities for the DSO and for the student will be clarified.

Location and Contact Information

The Disability Services Office is located at 216 Tremont Street on the fifth floor. The director for disability services can be reached by email at *dso@emerson.edu* or by telephone at 617-824-8592. The mailing address is Disability Services Office, Emerson College, 120 Boylston Street, Boston, MA 02116. Additional information concerning the philosophy, policies, and procedures pertinent to disability services can be found at *emerson.edu/disability-services*. Students should contact the DSO with any and all questions or concerns.

Clery Disclosure

Each year, Emerson publishes a campus security report for each of its three campuses (Boston; Los Angeles; and Kasteel Well, Netherlands) in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act. This federal law requires institutions to publish an annual report including crime statistics for the prior three years, policy statements regarding safety and security measures, campus crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sex offenses. The Clery Act also requires universities to keep an up-to-date crime log, to issue timely warnings in the event of a crime threatening the safety of students or employees, and to keep accurate crime statistics.

The Clery Reports for all of Emerson's campuses are available online at *emerson.edu/about-emerson/offices-departments/public-safety/clery-report*. Paper copies of these reports are available upon request from the College's Department of Public Safety.

Index

A

Absence
- for jury duty, 64
- leave of absence, 64, 65
- prolonged, 64
- for religious observance, 64

Academic advising, 71

Academic calendar, 7–8

Academic ethics, 68

Academic grievances, 67

Academic probation
- suspension and dismissal, 67–68

Academic regulations and policies, 59–72
- absence for jury duty, 64
- absence for religious observance, 64
- academic advisors, 61
- academic dismissal, 68
- academic ethics, 68
- academic grievances, 67
- academic probation and suspension, 67–68
- academic resources, 70–72
- attendance, 64, 65
- auditing course, 62
- baccalaureate degree requirements, 59–60
- change of address, 66
- class standings, 65
- commencements, 65
- course load, 62
- course number guide, 62
- course registration, 61
- course withdrawal, 63
- credit evaluation for graduation, 65
- credit overload, 62
- Dean's Honor List, 68
- declaring a major, 61
- directed studies or projects, 62
- dropping and adding courses, 63
- ECnet User ID, 65
- grading policies, 66, 67
- Honors graduation, 68
- majors and minors, 60
- mid-semester evaluations, 67
- non-tuition credit, 63
- practica, 62
- prerequisite courses, 61, 62
- prolonged absence, 64
- repeating course, 63
- satisfactory academic progress, 64–68
- Senior Per-Credit Petition, 65
- standards of classroom behavior, 63, 64
- transfer credits, 63
- undergraduate degree time limit, 65
- withdrawal/leave of absence from college, 64, 65

Academic standing, 67–68

Academic transcripts, 67

Acappellics Anonymous, 32

Acting major, 87

Address, change of, 66

Administrative staff, 237–245

Admission deposit, 55

Admission, Undergraduate 13–19
- advanced standing, 17
- deferred, 18
- early action, 14
- fees for, 17
- first-year admission, 14
- Honors Program, 17
- international admission, 15
- overview of, 13
- performing arts requirement, 16
- readmission from leave of absence, 18
- regular admission deadlines, 15
- students with disabilities, 18
- tours and information sessions, 14
- transfer admission, 15
- visiting Emerson, 13–14

Alumni
- Office of Alumni Relations, 68
- Alumni Association, 69

American Marketing Association (AMA), 36

Amigos, 30

Art History courses, 122, 122–124, 127

Arts, School of the
- mission, 89
- Performing Arts, Department of, 91–116
- Visual and Media Arts, Department of, 117–138
- Writing, Literature and Publishing, Department of, 139–153

Asian Student for Intercultural Awareness (ASIA), 30
ASL Emerson, 31
Athletics, 44
Attendance, 64
Audio Engineering Society (AES), 36
Auditing course, 62

B

Baccalaureate degree requirements, 59–60
***Berkeley Beacon, The*, 35**
Board of Overseers, 247
Board of Trustees, 246
Business Studies for Communication and the Arts minor, 194

C

Calendar, academic, 7–8
Campus Center, 22
Captured Emotion, 41
Career Services, 22
Center for Health and Wellness, 23
Chocolate Cake City, 32
Civic Engagement Semester, 171
Class standings, 65
Club Program, 44
Code of Conduct, 21
Commencement fee, 55
Commencement, 65
Communication, School of
Communication Sciences and Disorders, Department of, 155–166
Communication Studies, Department of, 167–179
Journalism, Department of, 180–197
Marketing Communication, Department of, 192–201
mission, 154
Communication, Politics, and Law Association (CPLA), 34
Communication Disorders major, 156–157
Communication Sciences and Disorders, Department of, 155–166
Communication Disorders major, 156–157
courses, 158–160
Health Communication minor, 160–161
Hearing and Deafness minor, 157
programs, 155–156
Psychology minor, 157
Science minor, 158
Communication Sciences and Disorders Journal Club (CSDJC), 37
Communication Studies, Department of, 167–172
Communication Studies major, 168, 169
courses, 172–179
Leadership and Management minor, 172
Philosophy minor, 172
Political Communication: Leadership, Politics and Social Advocacy major, 169–171
Political Communication minor, 172
programs, 168–171
Signature Semesters, 171
Sociology minor, 172
Computer facilities, 71
Counseling Center, 22–23
Course registration, 61
Courses
auditing, 62
course load, 62
course number guide, 62
courses at other institutions, 63
credit overload, 62
dropping and adding courses, 63
foundation courses, 82
general education curriculum, 81–88
global and U.S. diversity courses, 86–88
perspective courses, 83–86
prerequisite courses, 61–62
registration for, 61
repeating, 63
withdrawal from, 63
Credits
credit overload, 62
non-tuition credit, 63
transfer credits, 16, 63
Cultural Center, 24

D

Dance minor, 98
Dean's Honor List, 68
Design/Technology major, 94
***Developed Images*, 35**
Directed studies or projects, 62
Disability Services, 72
admission process, 18
location and contact information, 254
policy, practices, and procedures regarding students with disabilities, 252–254
process for making accommodation requests, 254
rights and responsibilities of Emerson College, 253
rights and responsibilities of students with disabilities, 252
Section 504, 252
Dismissal, academic, 68

E

Earth Emerson, 34
ECnet User ID, 65
Educational records, 249–250
Educator Preparation and Licensure Programs, 216–218
courses, 217–218
Title II Disclosure, 217–218
Emerson Alliance of Gays and Lesbians and Everyone (EAGLE), 31
Emerson Channel, The, 41, 42
Emerson College
academic calendar, 7–8
history of, 9–10
honorary degrees and awards, 10–11
mission statement, 2
Emerson College Democrats, 34
Emerson College Model United Nations (ECMUN), 37
Emerson Comedy Workshop (ECW), 33
Emerson Communication (EmComm), 37
Emerson Dance Company (EDC), 33
Emerson Forensics, 37
***Emersonian, The*, 36**
Emerson Independent Video (EIV), 41
Emerson International (EI), 31
Emerson Peace and Social Justice (EPSJ), 35
***Emerson Review*, 35**
Emerson's Black Organization with Natural Interests (EBONI), 31
Emerson Stage, 97
Emerson Washington, D.C. Semester, 171
***em magazine*, 35**
Entrepreneurial Studies minor, 194
Ethics and values courses, 177–178
EVVY Awards, 42

F

Faculty
emeriti, 219
full-time, 220–229
part-time, 230–236
Fashion Society, 42
Fees. *See also* Financial policies
admission deposit, 55
application, 55
Health Insurance, 53
Undergraduate student services, 53
Fiction minor, 143
Financial assistance, 45–52
college costs and student budgets, 45–46
restricted scholarships, 46–52
Financial policies, 53–58
billing and payment, 54
collections policy, 58
credit balances on student account, 54
deferred payment plans, 54
fees and other costs, 53–58
health insurance, 56–57
medical tuition refund insurance plan, 57
other charges, 58
refund policy, 55
room and board, 53, 55
tuition and fees, 53–56
Fitness Center, 44
Foundation courses, 82
Frames Per Second (FPS), 42
Fraternities, 31–32
French courses, 152–153

G

***Gangster in Concrete*, 35**

***Gauge*, 35**

General education curriculum, 81–88

- foundation courses, 82
- global and U.S. diversity courses, 86–88
- perspective courses, 83–86

Girlie Project, The, 34

Global and Post-Colonial Studies minor, 206

Global and U.S. diversity courses, 86–88

Gold Key Honor Society, 43

Goodnews Fellowship, 39

Grading policies, 66–67

- academic grievances, 67
- academic transcripts, 67
- grade changes, 67
- grade reports, 67
- grading system, 66–67
- mid-semester evaluations, 67

Graduation

- credit evaluation for, 65
- Honors graduation, 68
- Senior Per-Credit Petition, 65

Grievances, academic, 67

H

Health and Wellness, Center for, 23

Health Communication minor, 157

Health insurance, 23–24, 56

- waiver of, 24

Health services, 23

Hearing and Deafness minor, 157

Hillel, 39

History courses, 188–190

History minor, 183

Honor societies, 43

Honorary degrees and awards, 10–11

Honors graduation, 68

Honors Program, 203–204

- admission process, 17

Housing

- learning communities, 27–30
- residential living, 25–27

***Hyena*, 35**

I

Imagine Students Reaching Out, 35

Immunization requirements, 23

Institute for Liberal Arts and Interdisciplinary Studies, 202–215

Insurance, health, 23–24

Interdisciplinary Studies. *See* Liberal Arts and Interdisciplinary Studies, Institute for

International Student Affairs, 24

International students

- admission process, 15
- health insurance, 57
- International Student Affairs, 24
- optional practical training, 24

International study programs, 73–74

Internship credits, 60–61

Intramural program, 44

Iwasaki Library, 70

J

Jimmy's Traveling All-Stars, 33

Journalism, Department of, 180–191

- co-curricular activities, 182
- courses, 183–191
- degree requirements, 181–182
- History minor, 183
- Journalism major, 181–182
- Journalism minor, 182
- policies, 182
- Political Science minor, 183

Journalism major, 181–182

Journalism minor, 182

K

Kasteel Well, The Netherlands, 74

Kidding Around, 33

L

Lacerte Family Writing and Academic Resource Center, 72

Latent Image, 36

Leadership and Management minor, 172

Learning communities, 27–30

Leave of absence, 64–65

- readmission from, 18

Leonidas A. Nickole Award of Distinction, 11
Lester Rotch Field, 44
Liberal Arts, 202. ***See also specific disciplines***
Liberal Arts and Interdisciplinary Studies, Institute for, 202–215
courses, 207
Honors Program, 203
individually designed interdisciplinary majors, 205
Global and Post-Colonial Studies minor, 203
Service Learning and Community Action, 205
Women's, Gender, and Sexuality Studies minor, 205
Library, Iwasaki, 70
Literature courses, 143–148
Literature minor, 143
Longy School of Music, 73
Los Angeles Center, 76

M

Majors. ***See also*** **specific majors**
admission process and, 18–19
changing, 18–19
declaring, 61
overview of, 12, 60–61
Mandarin courses, 215
Marketing Communication, Department of, 192–201
Business Studies for Communication and the Arts minor, 194
co-curricular activities, 194
courses, 195–201
Entrepreneurial Studies minor, 194
Marketing Communications major, 193–194
Marketing Communications minor, 194–195
policies, 194
programs, 192–193
Media Arts. ***See*** **Visual and Media Arts, Department of**
Media Services Center (MSC), 70
Mercutio, 33
Mid-semester evaluations, 67
Minor programs. ***See also*** **specific minors**
overview of, 60
Mission statement, 2
Multicultural Student Affairs, 24
Musical Theatre major, 95
Musical Theatre Society (MTS), 33
Music Appreciation minor, 98
Music courses, 100–102

N

National Broadcasting Society (NBS), 37
National Student Speech-Language-Hearing Association (NSSLHA), 37–38
Newman Club, 39
Non-tuition credit, 63
Noteworthy, 33

O

Off-Campus Student Services, 25
Optional practical training, 24
Orientation, new student, 21

P

Performing Arts, Department of, 91–116
Acting major, 93–94
courses, 98–116
Dance minor, 98
Design/Technology major, 94
Educator Licensure Program, 97–98
Emerson Stage, 97
Musical Theatre major, 95
Music Appreciation minor, 98
policies, 96
production opportunities, 97
programs, 92–93
Stage and Production Management major, 95
Theatre Education major, 95–96
Theatre Studies major, 94
transfer students, 96
Perspective courses, 83–86
Phi Alpha Tau Joseph E. Connor Award, 11
Philosophy courses, 177–178
Philosophy minor, 172
Photography minor, 122
Poetry minor, 143

Policy statements, 248–254
accreditation, 248
Clery Disclosure, 254
FERPA definition of records, 249
notice regarding the contents of this catalogue, 248
rights and responsibilities of students with disabilities, 252
statement of nondiscrimination, 248
students' right to privacy (FERPA), 249
types, locations, and custodians of education records, 252
Political Communication: Leadership, Politics and Social Advocacy major, 169–171
Political Communication minor, 172
Political Science courses, 190–191
Political Science minor, 183
Practica, 62
Prague Summer Film Program, 79
Prerequisite courses, 61–62
Presidential Campaign Semester, 171
Probation, academic, 67–68
Professional Arts Consortium (ProArts), 73–74
Psychology courses, 161–162
Psychology minor, 157
Public Relations Student Society of America (PRSSA), 38
Publishing courses, 148–150
Publishing minor, 143

R
Radio-Television News Directors Association (RTNDA), 38
Random Arts Delegation (RAD), 42
RareWorks Theatre, 33
Refund policy, 55
insurance and, 55
Religious observance policy, 8
Residential Living Office, 25–27
Room and board, 55

S
Satisfactory academic progress, 67–68
Scholarships, 46–52
School of the Arts. ***See*** **Arts, School of the**
School of Communication. ***See*** **Communication, School of**
Science courses, 163–166
Science minor, 158
Senior Per-Credit Petition, 65
Service Learning and Community Action, 205
Shakespeare Society, 34
Society of Professional Journalists (SPJ), 38
Sociology courses, 178–179
Sociology minor, 172
Sororities, 31–32
Spanish courses, 153
Speak Up, 31
spec, 42
Special academic options, 73–80
Spiritual Life, Center for, 30
StageDoor, 16
Stage and Production Management major, 95
Stork**, 36**
Stroopwafel, 34
Student activities, 30–43
Student educational records, 249–252
Student Government Association (SGA), 39–40
Student life, 20–44
alcohol and drug policy, 21
athletics and recreation, 43–44
Campus Center, 22
Career Services, 22
Code of Conduct, 21
Counseling Center, 22–23
Cultural Center, 24
fraternities and sororities, 31–32
health insurance, 23–24
health and wellness, 23
honorary societies, 43
immunization requirements, 23
International Student Affairs, 24
learning communities, 27–30
Multicultural Student Affairs, 24
new student orientation, 21

Off-Campus Student Services, 25
overview of, 20
residential housing, 25–27
spiritual life, 30
student activities, 30–43
Student Affairs as resource, 20–21
Student's right to privacy (FERPA), 249–252
access to records, 250
annual notification, 252
definition of records, 249–250
Students with disabilities
policy, practices, and procedures regarding, 252
process for making accommodation requests, 254
rights and responsibilities of, 253–254
Suspension, academic, 67–68
Swolen Monkey Showcase, 34

T

Theatre Education major, 95–96
Theatre Studies major, 94
This Is Pathetic, 34
THREAD, 36
Transcripts, 67
Transfer students
admission process, 15–16
Performing Arts, 96
transfer credits, 16, 60
Visual and Media Arts, 121
Trustees, Board of, 246
Trustees Emeriti, 246
Tuition and fees, 53. *See also* Financial policies

U

Undergraduate Students for Publishing, 36

V

Visual and Media Arts, Department of, 117–138
Bachelor of Arts degree, 117–120
Bachelor of Fine Arts degree, 120–121
co-curricular activities, 121
courses, 122–138
Media Studies track, 119–120
Photography minor, 122
policies, 121
Production Track, 117–118
programs, 117–121
transfer students, 121
Visual Studies and the Arts minor, 122
Visual Studies and the Arts minor, 122

W

Waivers
health insurance and, 23–24
prerequisite courses and, 61–62
undergraduate degree time limits and, 65
Warlords, 43
Washington Program, 78
Wax on Felt, 43
WECB, 43
WERS-FM, 43
Withdrawals
from college, 64–65
from course, 63
Women in Motion, 43
Women's and Gender Studies minor, 205–206
Writing, Literature and Publishing, Department of, 139–153
Bachelor of Arts degree, 140
Bachelor of Fine Arts degree, 141–142
co-curricular activities, 142
courses, 143–153
degree requirements, 140–141
Fiction minor, 143
Literature minor, 143
Poetry minor, 143
policies, 142
programs, 139–140
Publishing minor, 143
Writing minor, 140
Writing minor, 142–143

Campus on the Common

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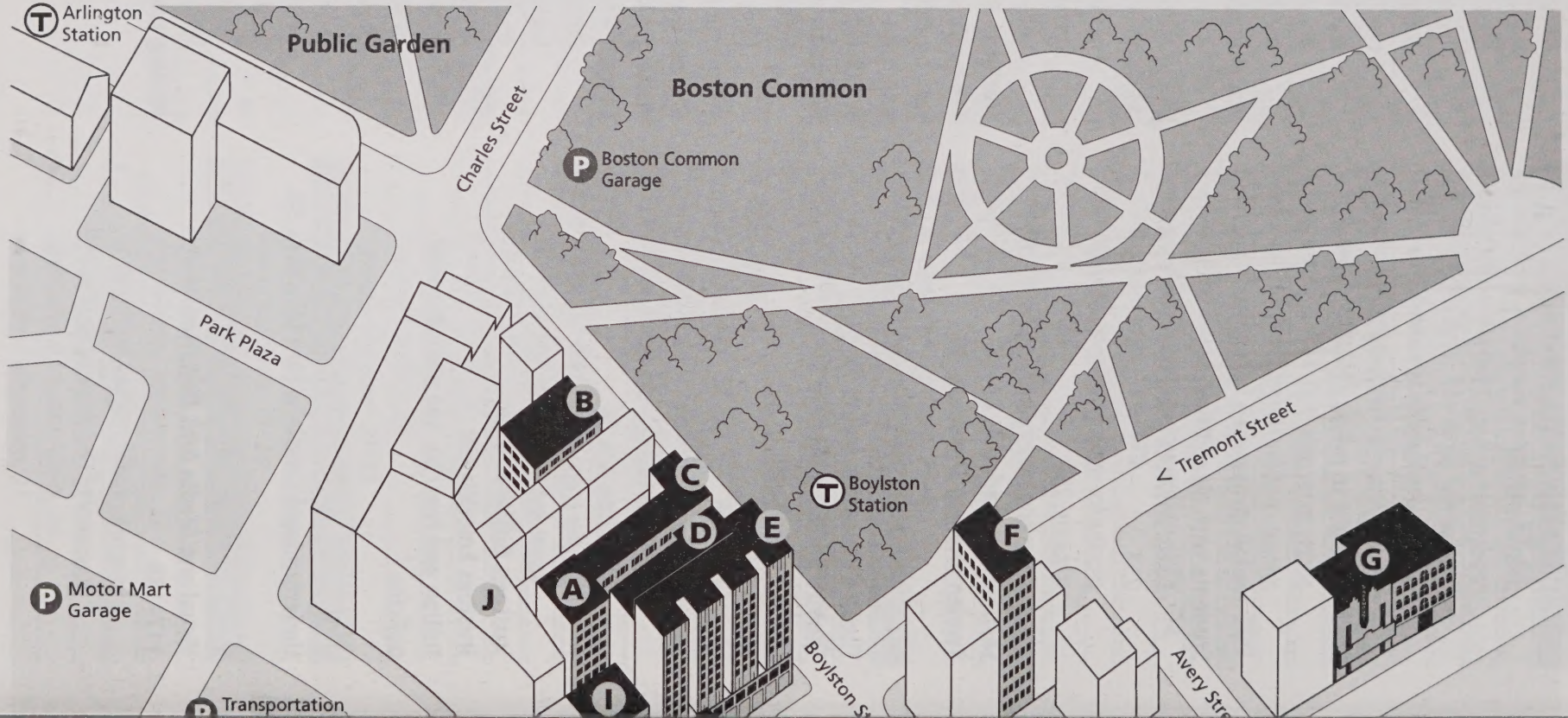

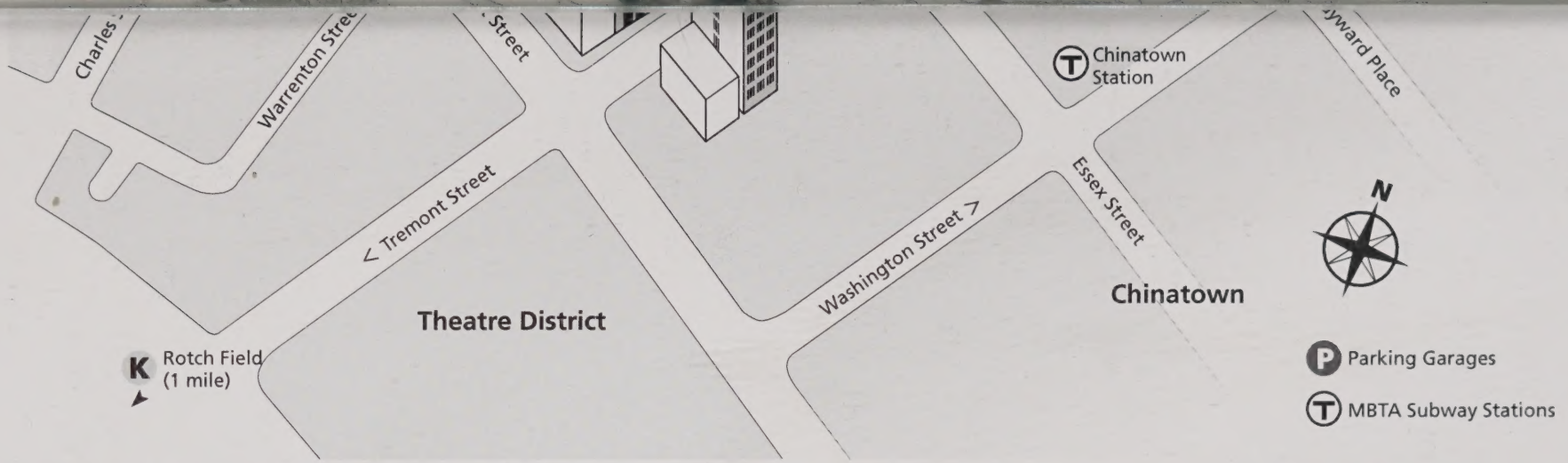

A **Tufte Performance and Production Center**
10 Boylston Place
Admission Visitor Center
Greene and Semel Theaters
Huret & Spector Gallery
Makeup Lab, Costume Shop
Performing Arts Department
Television Studios
Theatre Design/Tech Center

B **Piano Row Residence Hall and Max Mutchnick Campus Center**
150 Boylston Street
Athletics Department
Brown-Plofker Gym
Dean of Students
Multicultural Student Affairs
Off-Campus Student Services
Professional Studies and Special Programs (Continuing Ed.)
Student Activities
Student Life

C **Walker Building**
120 Boylston Street
Academic Computing and Help Desk
Alumni Relations
Center for Spiritual Life
Communications and Marketing
Communication Studies Department
Emerson Channel
Institute for Liberal Arts and Interdisciplinary Studies
Institutional Advancement
Iwasaki Library
Journalism Department
Levy Marketing Suite
Marketing Communication Department

D **Colonial Building**
100 Boylston Street
Mail Services
Residence Hall

E **Little Building**
80 Boylston Street
Dining Services
Film-Video Equipment Center
Fitness Center
Housing and Residence Life
Print and Copy Services
Public Safety
Residence Hall
Student Service Center

F **Ansin Building**
180 Tremont Street
Academic Affairs
Administration and Finance
Graduate Studies
Information Technology
Media Services Center
President's Office
Visual and Media Arts Department
WECB and WERS radio
Writing, Literature and Publishing Department

G **Paramount Center**
555 Washington Street
Bright Family Screening Room
Paramount Theatre
Residence Hall
Scene Shop/Sound Stage

H **216 Tremont Street**
Advising Center
Bill Bordy Theater
Career Services
Center for Health and Wellness
Communication Sciences and Disorders Department
Counseling Center
International Student Affairs
Registrar
Writing and Academic Resource Center

I **Cutler Majestic Theatre**
219 Tremont Street

J **Transportation Building**
8 Park Plaza
Human Resources
Web Services

K **Rotch Field, Albany and Randolph Streets**

7/11

EMERSON COLLEGE
BOSTON MASSACHUSETTS

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12-092